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ABSTRACT

A training program was implemented for teachers to increase the quality and quantity of developmentally appropriate multicultural education for 2-year-olds at a child care center in which the children and teachers were predominantly Euro-American. The 10-week training program used readings, videos, discussions, and guided imagery to: (1) raise teacher consciousness about how cultural values and ethnic perspectives affect teaching style and content; (2) to improve each teacher's ability to devise and deliver a multicultural curriculum; and (3) to increase teacher understanding of how 2-year-olds arrive at racial awareness, attitude, and identity. Program outcomes were evaluated using pre- and post-training questionnaires, teacher and parent surveys, ratings of classroom environments, and journal entries. Results indicated that teachers' awareness of their attitudes toward race increased, and classroom environments underwent significant change. (Thirty-one appendices include staff and children descriptions, rating scales and teacher responses, surveys and journal excerpts, lesson plans, and classroom photographs. Contains 32 references.) (TM)

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Implementation, In A Child Care Setting Of Multicultural Awareness Training For Teachers Of 2 Year Olds

by

Lou Sweigman

Cohort 57

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A Practicum Report Presented to the
Master's Programs in Child Care, Youth Care, and Family Support
In Partial Fulfillment of the Requirements
for the Degree of Master of Science

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Abstract

Implementation, In A Child Care Setting, Of Multicultural Awareness Training For Teachers Of 2 Year Olds. Sweigman, L., 1994: Practicum Report, Nova University, Master's Program for Child Care Administrators. Descriptors: Multicultural Education Early Childhood Education Anti-Bias Curriculum Cultural Awareness Developmentally Appropriate Practice Early Childhood Teacher Training Child Development Staff Development Teacher Attitudes Cultural Differences Curriculum Development Racial Attitudes Cultural Pluralism Day Care Centers Child Caregivers Young Children Teacher Behavior Teacher Education.

In an effort to increase the quality and quantity of developmentally appropriate multicultural education offered to 2 year olds at a nationally accredited child care center, the writer devised and implemented a training program for their teachers. Because these teachers were Euro-American, and because 90% of the 2 year olds enrolled in their classes were also Euro-American, multicultural education was not perceived, by the teachers, to be a pressing curricular need. Further, none of the teachers possessed a clear understanding of ethnicity's impact on young children.

The writer's strategy to improve this situation was grounded in the belief that meaningful multicultural curricular change can only occur if the teachers who are to deliver the curriculum have internalized the rationale for such change. Therefore, the training program was designed to raise teacher consciousness about how cultural values and ethnic perspectives affect teaching style and content, as well as to increase teacher understanding of the way in which 2 year olds arrive at racial awareness, attitude and identity.

Readings, videos, discussions, and guided imagery were used to achieve the desired outcomes. The success of the program was measured by pre and post training questionnaires, teacher and parent surveys, ratings of classroom environments, and journal entries. Teacher growth during the 10 week period of the training program was striking. Journal entries illuminate this growth. Classroom environments also underwent significant change. Appendices include photographs of each room, pre and post intervention ratings of classroom environments, and sample lesson plans.

AUTHORSHIP STATEMENT

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my own work, presented here, will earn similar respect.

January 1, 1994
DATE

SIGNATURE of STUDENT

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Chapter 1 : Intoduction and Background

The child care center which was the setting for this practicum is a private, not for profit corporation located on the campus of a State University College. The Center began operation in 1972, and currently serves the child care needs of students, faculty, and non-teaching staff of the College, as well as the child care needs of the larger community. The Center operates Monday through Friday, from 6:30 AM to 5:30 PM, under a permit issued by the State Department of Social Services. The Center is also accredited by the National Academy of Early Childhood Programs.

Parent fees provide the lion's share of funding, however a second major source of income is derived from a grant by the State University. This grant is used to subsidize income eligible student parents' fees. Additional funding comes from the Department of Social Services, the United Way (through a Purchase of Service Contract), and the United States Department of Agriculture (through a reimbursement for food purchased).

The ethnic composition of families served reflects the preponderance of Euro-American (see Appendix J for a definition of key terms) families living in the area, but does not reflect the more diverse College population (see Appendix A). Of the 155 children enrolled, 28 (18.5%) are non Euro-American. Of these, 16 are African-American, 10 are bi-racial, 1 is Hispanic-

American, and 1 is Asian-American.

The ethnic composition of the staff closely mirrors that of the client population (see Appendix B). Of the 30 Center employees, only 5 (17%) are non Euro-American. Of these, 4 are African-American and 1 is Hispanic-American. Percentages improve slightly (to 22%) when only teaching staff are considered (see Appendix C), because all non Euro-American staff members are either Group or Assistant Teachers. Diversity increases when educational background is examined. Of the 12 teachers who hold baccalaureate degrees, 7 are credentialed to teach grades N-6. The 11 non-degreed teaching staff come from a variety of backgrounds, but all have had extensive training provided by the Center. There are 2 men among the 23 members of the teaching staff.

The Center groups children according to chronological age and developmental stage. Groupings flex to meet shifting demands of the client population. During the time when this practicum was conducted there was one Infant Group (8 weeks through 12 months); two Toddler Groups (13 through 24 months); two Twoodler Groups (25 through 36 months); three Pre-School Groups (37 through 60 months); and three School-Age Groups (5 through 12 years).

The two Twoodler Groups were the focal point for this practicum. The four teachers in the two Twoodler Groups are all Euro-American females. Teacher A is a licensed Practical Nurse who had worked at the Center with 2 year olds for eight years. Her co-teacher (Teacher B) was enrolled in a Master's program at a local college during the practicum period, seeking her teaching credential. Her undergraduate degree was in Sociology. Teacher B had worked with 2 year olds for both years she had been at the Center. Teacher C had also worked at the Center for two years, also exclusively with 2 year olds. She is credentialed by the state to teach grades N-6. She joined the Center a few months after her graduation from the State University College which is the practicum site's host. Her co-teacher (Teacher D) is a non-degreed but gifted woman with an ability and an affinity for her work which cannot be taught. She had worked at the Center for seven years, but had only worked with 2 year olds for one year at the time of the practicum. Concurrent with her participation in the practicum she began the process of attaining her Child Development Associate Credential. All four women held the job title of Group Teacher.

The writer's job title is Program Director, an administrative position placed second on a flow chart of organizational hierarchy. The writer reports to the Executive Director. All teaching staff report to him. The writer's responsibilities include the hiring, supervision and evaluation of all teaching staff. He is also responsible for staff development, and has considerable input into program content. The writer serves as a resource for teachers who may be experiencing difficulties with children, parents, or other staff members. He provides crisis intervention and makes referrals to outside agencies or other professionals as may be appropriate.

The writer's experience with children is extensive. In 1967 and in 1968 he was a teacher/learner at the campus kindergarten at

Goddard College in Plainfield, Vermont. In 1973 he was a volunteer at an elementary school as well as at two child care centers. Upon completion of his student teaching experience in 1974, the writer began his career at the child care center where he remains employed as of this writing. At the Center he has been a teacher of 2 year olds, pre-schoolers, and school-agers. In 1986 he moved into his current position. Since then he has been instrumental in creating a Program Philosophy, a curriculum guide for each age/stage grouping, and an improved teacher evaluation procedure. The writer also played a leadership role during the process which led to the Center's national accreditation.

The writer's role at the Center calls for daily problem solving skills in areas which range from ensuring proper coverage of all classrooms when teaching staff are absent, to mediating conflicts between children and other children, between children and adults, and between adults and other adults. He serves on the Program Committee of the Center, and has also been a member of the Long Range Planning Committee, a role which called upon the writer's ability to identify potential problems and suggest pro-active solutions.

The writer's interest in and sensitivity to issues of racial (and other) forms of bias is well known among the teaching staff. His involvement with these issues began in the 1960's and has included participation in marches and demonstrations, as well as an academic inquiry into the historical, sociological, and psychological origins of racism. The practicum discussed herein was a logical extension of the informal ways in which he has addressed these issues at the Center previously. The writer attempted, via the practicum, to achieve a more focused, systematic approach to dealing with a problem that profoundly affects not only each individual who is the target of bias in any of its many forms, but the nation as well, which remains divided and debilitated by the poison of prejudice.

Chapter 2: The Problem

The four teachers of the classrooms targeted for this practicum had made some effort to incorporate a multicultural dimension into their room environments. However, as evidenced by the Multicultural Classroom Rating Scale (see Appendix H), neither room had achieved a rating higher than 3 on a scale of 0 to 6. Fifty percent of the teachers rated four areas at 1 on the scale, and 100% of the teachers rated two other areas at 1 as well.

In the important category of Visual Displays, 50% of the teachers rated their classrooms at 1, while the other 50% could rate their rooms no higher than 2. The silent but salient messages sent by visual displays are particularly revealing of teacher sensitivities and priorities. These low end ratings illustrated each room's still unmet need for a deep and comprehensive multicultural dimension. Although each teacher was aware that the Center needed to do more, none had moved to create a broad based context for multicultural education (see Appendix J) within their classrooms. While each was able to support multicultural education in theory, as evidenced by conversations with the writer, none had moved much beyond the theoretical and into the realm of practice.

There were two prime reasons for this lack of movement. First, there had been previous efforts to establish a centerwide sensitivity to multicultural issues. For reasons which will be examined below, these efforts were not successful. It is possible, therefore, that these teachers were discouraged and had no clear idea of how to proceed. Second, and more importantly, like most Euro-Americans, these teachers shared the tendency of wishing to avoid direct confrontation of racial matters (Katz, 1978; York, 1991; Jones & Derman-Sparks, 1992).

In sum, although the Center's staff had openly acknowledged the need to infuse the curriculum with multicultural elements, very little meaningful progress had been made.

Within the context of multicultural education, children are helped to appreciate and value a variety of human differences (Derman-Sparks and the A.B.C. Task Force, 1989). The writer selected, from among that variety of diversities, to focus this practicum on racial differences and the attitudes people form about those differences.

As was the case with many centers seeking accreditation by the National Academy of Early Childhood Programs (Bredekamp & Apple, 1986), the parcticum site center did not fully meet the criteria which addressed multicultural curriculum (NAEYC, 1991). Specifically, criterion B-5a, which assesses the availability of multiracial, non-stereotyping materials, and criterion B-7h, which assesses the variety of activities designed to develop respect for cultural diversity, were both found to be only partially met (see Appendix E). The Commission Decision Report, (see Appendix F) included recommendations for improvement, such as using as a training resource the book Anti-Bias Curriculum: Tools For Empowering Young Children (Derman-Sparks et al. 1989).

The failure to fully meet the Academy's criteria gave rise to a center-wide effort to correct the situation. The Board of Directors gave approval to use some of the concepts of an anti-bias curriculum (Derman-Sparks et al., 1989) and copies of the book were purchased for each classroom. The companion video, Anti- Bias Curriculum was also purchased. Some funds were used to buy multicultural materials, such as dolls and books. Two Native American guests were invited to speak to the staff and the pre-school children at Thanksgiving, 1991. Finally, an outside consultant was brought in to conduct two workshops on multicultural education. These training sessions, held on March 10 and March 24, 1992 did little more than expose the tip of a very large iceberg. In a conversation with the Executive Director following the second workshop, the writer and she began to understand the depth and complexity of putting a multicultural curriculum into effect. We agreed that in order for genuine change to take place there would need to be a much more intensive effort to raise teacher awareness. We also concluded that trying to do this in a large group setting was not possible because the size of the group prevented some teachers from feeling comfortable and confident enough to reveal their true thoughts and emotions. At the point of these realizations we were unsure of how to proceed, given the constraints of time and money. We talked about having small group meetings, but could never come up with a viable way to facilitate those meetings. (Personal interview with Montgomery, M., March, 1992)

While it is not possible to document, in retrospect, how much, if at all, teacher attitudes or beliefs changed because of the efforts described above, it is possible to document the environmental changes which would be determined by teacher awareness levels. Specifically, the two classrooms which were the focus of this practicum achieved only low end ratings on the Multicultural Classroom Rating Scale (see Appendix H) with ratings of less than 3 in eight of nine categories, and with no ratings higher than 3. These ratings reflected "an inadequate effort to incorporate multicultural education" (York, 1992: p. 104). It may be inferred from these ratings that very little meaningful change in teacher beliefs or attitudes occurred. These ratings were obtained in May, 1993.

As part of the performance evaluation process conducted annually at the practicum site, teachers are asked to develop goals for job performance and professional development. Only 25% of the teachers invited to participate in the practicum included a multicultural dimension when stating these goals in 1992 (see Appendix I). It would seem then that the problem of how to incorporate multicultural ideas and activities into the existing curriculum remained unsolved.

To understand why there had been no fundamental change, despite open recognition of the need for such change, requires an examination of race, culture, and ethnocentrism (see Appendix J). The majority (81.5%) of the children enrolled in the practicum site center were Euro-American, as were the majority (78%) of the teaching staff (see Appendices A and C). Specifically, all four

(100%) of the practicum teachers were Euro-American, as were 90% of the children enrolled in their classes (see Appendix K). It was because of this common racial background that teachers had had only limited experience with the kind of psychological dissonance needed in order to shift one's point of view. "Disequilibrium...as Piaget has made clear, [is] a necessary condition for constructing new ways of thinking and doing." (Jones & Derman-Sparks, 1992: p. 14). Absent such opportunity to shift one's perspective it is not hard to view the world through the distortion of an ethnocentric lens.

The practicum teachers had, as noted, only limited contact with non Euro-American children. As such, they had had no pressing need to reflect on the origins of racial identity and attitude formation. In addition to the relatively homogeneous composition of each class, the age of the children appeared to be a factor in shaping teacher attitude about multicultural education. In conversations with the writer, each had expressed skepticism about the relevance of teaching 2 year olds about racial attributes. It has been established, however, that children become aware of racial differences between the ages of 2 and 3 years (Katz, 1982; Derman-Sparks et al. 1989). It has also been shown that children of Euro-American descent can and do begin to develop attitudes about those who appear racially different than themselves (Katz, 1982; Aboud, 1987; Ramsey, 1987). These developing attitudes, which Derman-Sparks (1989) has called "pre-prejudice" and which Katz

(1982) refers to as "concept attitudes" can form in young pre-operational children because of their tendency to over-generalize as well as their inability to consider more than one attribute at a time. (Katz, 1982; Wardle, 1988) They are therefore at risk for developing stereotypical ideas about others who appear different. Katz (1982) has noted that children who are cognitively unable to see how a subgroup of objects can still be grouped as alike under the heading of a larger category may apply this thought process to people as well. If the physical characteristics of another are obviously different than those of the child, the child may place that individual in a category of "otherness" or "not like me-ness". And Ramsey (1987) has noted that if children use perceived sameness as a basis for forming friendships, then children perceived as different may not be seen as perspective friends.

As noted above, however, the practicum teachers had expressed to the writer that children as young as 2 year of age could not have "pre-prejudiced" (Derman-Sparks et al. 1989) attitudes. Further, Teacher A had stated that all children were the same and that, for her, color did not matter. This attitude is an example of what Derman-Sparks (1989) has called the "colorblind position." This position results in "a denial of young children's awareness of differences." (Derman-Sparks et al. 1989: p.7) On an even deeper level, according to Seldon (1980), the colorblind position, by denying race, denies racism. While Teacher A may not have believed that color matters, the social reality is that color matters very much. Even very young children show signs of awareness of color's importance in our society. Not only, as noted above, do children as young as 2 years of age demonstrate the ability to discern differences based on racial cues, but children only slightly older have been shown to express biased attitudes (Goodman, 1964; Citron, 1969; Aboud, 1987; Ramsey, 1987; Lane, 1988).

In a variety of settings and with a variety of children, studies have repeatedly shown that Euro-American children, as young as 3 to 4 years of age, have "strong positive associations to both the color and the racial group labeled 'white', and negative ones to 'black' in its abstract and skin color designations." (Katz, P., 1982, in Katz, L.: p. 25). Katz (1982) also notes that since Euro-American children rarely express the desire to be anything other than "white", messages about society's valuing and de-valuing based on skin color are received at a very young age.

Along with these developing attitudes comes a skewed view of the world as being Euro-American centered. Whether overtly expressed (as racism) or covertly experienced (as the only true reality), this ethnocentric way of seeing and being limits human potential. The negative impact on the holder of such view has been well documented (Citron, 1969; Katz, J., 1978; Karp, 1981; Jones, 1981; Dennis, 1981; Pettigrew, 1981). Unless adults devise pro-active strategies to counter the prevalent and pervasive messages that equate "whiteness with rightness" (Citron, 1969), Euro-American children will be denied the chance to fully develop their emotional and intellectual capacities (Citron, 1969). And non Euro-American children will remain at risk for developing a negative self image and low self esteem (Goodman, 1964; Katz, 1982; Katz, 1987; Aboud, 1987). It was therefore the purpose of the practicum under discussion to devise a means of raising teacher awareness of, and sensitizing teacher response to the impact of race in the lives of 2 year olds.

Chapter 3: Solution Strategy

Goals and Objectives

This practicum was concerned with the successful implementation of a training program for teachers of 2 year olds. The focus of the training was the incorporation of multicultural education into four teachers' ongoing curricula. Three key goals were selected: The expansion of each teacher's knowledge base as it related to multicultural education; the improvement of each teacher's ability to devise and deliver a multicultural curriculum; and the development of each teacher's awareness of the ways in which culture impacts curricular content and informs teaching methodology.

To reach the goal of expanding each teacher's knowledge base, the following objectives were identified:

1) By the end of the 10th week of implementation, 100% of the classrooms will attain a rating of 3 (fully met) on criteria B-5a and B-7h of the National Academy of Early Childhood Programs (see Appendix E).

2) By the end of the 10th week of implementation, 100% of the classrooms will show an improvement across all areas rated on the Multicultural Classroom Rating Scale (see Appendix H).

3) By the end of the 10th week of implementation, 75% of

the teachers will demonstrate the ability to identify the developmental stages of children's racial awareness and attitude formation.

To reach the goal of improving each teacher's ability to devise and deliver a multicultural curriculum, the following objectives were identified:

!) By the end of the 10th week of implementation, 75% of the teachers will demonstrate the ability to devise a step by step plan for initiating multicultural education into their ongoing curricula.

2) By the end of the 10th week of implementation, 75% of the teachers will plan and carry out a minimum of three developmentally appropriate (Bredekamp, 1987) multicultural activities with the children in their classes.

To reach the goal of developing teacher awareness as to the ways in which culture influences their teaching, the following objective was identified:

By the end. of the 10th week of implementation, 75% of the teachers will demonstrate an understanding of, and an insight into the way in which their own sense of culture and ethnic identity impacts their teaching style and content.

Strategy Employed

In order to reach the goals and objectives which would help teachers gain the knowledge, skills, and attitudes needed for a successful integration of multicultural education into their existing curricula, a review of the literature suggested certain key elements needed to be present. The National Council for the Social Studies' Position Statement (1992) stressed the need for an "equity pedagogy" (i.e. a multicultural educational perspective) but went on to say that no amount of appropriate materials, such as pictures, dolls, or books can be effective if the teacher lacks the knowledge base, the methodology, the awareness, and the attitude to implement such a curriculum. Derman-Sparks et al. (1989) discussed the need for teachers to have a personal commitment, for the organization of a support group, for the exercise of consciousness raising activities, and for the ability to integrate anti-bias concepts into developmentally appropriate curricula. Katz (1978) emphasized the need for teacher self awareness and confrontation of those mechanisms of defense which prevent the attainment of a profound understanding of one's motives and belief systems. Mock (1981) stressed the need for the development of relevant materials as well as a system of teacher education which focuses on the history and nature of discrimination. Carter (1993) discussed the need for teachers to examine assumptions and acknowledge their own learned biases. York (1992) emphasized three essential components: Knowledge, attitude, and skill.

Derman-Sparks et al. (1989) and York (1991, 1992) stressed the importance of process when attempting to incorporate multicultural education into existing programs. While knowledge and skill were identified as crucial, attitude was singled out as being the element upon which the others turned. Katz (1978) and Carter (1993) both cited teacher attitude as being primary. Wardle (1988) also concluded that teacher self examination and self awareness were vital. The solution strategy devised, therefore, stressed attitudinal dimensions. The literature suggested that it was only within the context of teacher beliefs and feelings that knowledge had meaning and skills had purpose.

The solution strategy sought to raise teacher consciousness (Derman-Sparks et al. 1989) about the cultural and ethnic influences which colored their world view. It sought to heighten teacher awareness (Katz, 1978) of their own Euro-American perspective. Additionally, the solution strategy attempted to sensitize teachers (York, 1992) to the value of diversity. As a corollary, the solution strategy sought to help teacher s develop the tools (knowledge base and delivery skills) with which to move from the confines of thought into the arena of action. York (1992) emphasized the need for practical application of ideas. Teacher awareness, built upon a solid knowledge base and actualized via the exercise of well developed skills, was the goal of this practicum.

In order for teachers to experience the growth and change called for by the solution strategy, three elements needed to be present. The first of these was trust. Trust of self, trust in peers, and trust in the group leader needed to be established. Jones and

Derman-Sparks (1992) spoke about the importance of creating and maintaining nurturant relationships and a "base of safety" (p.15) from which consciousness raising can begin. The writer's shared history and ongoing relationships with the practicum teachers, as well as their existing relationships with each other, facilitated the building of trust.

Two constraints, however, worked against the success of the solution strategy. The first of these was the teachers' reluctance to squarely face issues of race and prejudice. Katz (1978) has elaborated on Euro-American resistance to examining this issue. York (1991) stated that "people in our society are most comfortable ignoring differences and being silent about prejudices." (p. 33) All four teachers exhibited this reluctance to some degree. All began the implementation period affirming the colorblind position (Derman-Sparks et al. 1989; Seldon, 1980) discussed earlier. Each, with some encouragement, was able to remember early experiences where color did matter, at least to significant adults in their lives, and where mixed messages were received:

> We have always lived next door to a black family. We have always been friendly. I used to swim in their pool and play with their kids. I can remember negative comments made--"of course the man who robbed it was black..." I hate the way my parents crack jokes about black people. Lock doors when we drive through "bad parts" of the city....(Teacher B, 1993, journal entry, see Appendix Q).

> I feel I received mixed messages from my parents because my mother told me one thing and my father something different... [Group Leader] pointed out that I said "black" quietly... I do have somewhat of a fear of black people...(Teacher C, 1993, journal entry, see Appendix Q).

> I can remember being afraid of blacks--they might hurt you. Father more negative than mother. "Need to lock car doors when you drive through a city"...(Teacher A, 1993, journal entry, see Appendix Q).

Yet Teacher A was the staunchest exponent of the colorblind position.

The second constraint was each teacher's fear of a school-like situation. Even Teacher C, who was enrolled and doing well in a Masters program, was wary of being judged by her peers. As will be discussed below, the practicum teachers' previous school experiences dictated their expectations of the solution strategy meetings. Despite the Group Leader's carefully chosen term (meetings) to describe our discussions, the teachers early on and for the duration of the implementation, persisted in calling them classes.

> I need to keep re-emphasizing NO GRADES! NO CORRECTIONS! NO WRONG ANSWERS! Those "school tapes" play long and loud and are not easily erased...(Sweigman, 1993, journal entry, see Appendix R).

Jones (1993) elaborated on the need for teacher training to be facilitated in a manner which builds on teacher strengths and which de-emphasizes the expert status of the facilitator. A critical factor in helping these teachers to move beyond both their view of the solution strategy as a school-like experience, and their reluctance to face the reality of racism, was the ability of the Group Leader to support teacher growth and self awareness.

Effective leadership, then, may be identified as the second element needed for a successful implementation of the solution strategy. In a previous paper (Sweigman, 1991) the writer distinguished between leadership grounded in organizational position and leadership grounded in personal influence. The writer concluded that leadership which is most effective is that which is based on the power arising from personal influence. The writer further determined that in order to induce long term and lasting change, an effective leader must elicit voluntary followership. Clearly, teacher participation in the solution strategy needed to be voluntary. The writer made a personal appeal to all four teachers, inviting them to participate, while being scrupulously careful not to use the authority of his position to induce their acceptance of the invitation. Because the appeal was an authentic one, the teachers' response was authentic as well.

The third element which needed to be present in order for the strategy to have succeeded was time. Process, by its very nature, cannot be hurried without loss. York (1991), Derman-Sparks et al. (1989), and Jones and Derman-Sparks (1992) all spoke of allowing time for the changes, space for the growth. As will be discussed below, the 10 week timeframe of the solution strategy provided for the growth of trust as well as the beginning of a comfort level in each teacher with the content presented to them.

The writer used ratings from the National Academy of Early Childhood Programs (see Appendix E) as well as the results of a Multicultural Ratings Scale (York, 1992, see Appendix H) to determine that each room involved in the solution strategy was significantly lacking in elements which reflect ethnic and other diversities. Through personal conversations with each of the teachers involved, held over a period of years, the writer determined that each, to some degree, lacked the awareness needed to meaningfully implement a multicultural curriculum.

As noted earlier, only one of the four teachers mentioned a multicultural dimension when formulating goals for professional development. (see Appendix I) The writer devised the solution strategy based on an understanding that "it's easier to change things than it is to change people" (York, 1991: p.53) but with the further belief that changing the basic attitudes of the teachers was critical to ensuring that the changes made in classroom environments be meaningful and lasting.

Prior to actually beginning implementation, four pre-implementation activities took place. Six weeks prior to actual implementation the writer met with all four teachers and presented the basic concept of the practicum and solution strategy. All four expressed a strong desire to participate. Four weeks prior to implementation each teacher was asked to respond to the Ages and Stages of Children's Awareness of Differences Questionnaire (see Appendix L) and the Developmental Sequence Task (see Appendix M) in order to establish a pre-implementation baseline of knowledge. Two weeks before implementation began each teacher was given a copy of Roots & Wings (York, 1991) and each was asked to read the book so as to become familiar with its structure and content. The writer also suggested a review of the Anti-Bias Curriculum (Derman-Sparks et al. 1989) with special emphasis on Chapters: One (Why An Anti-Bias Curriculum); Two (Creating An Anti-Bias Environment); Three (Beginning: Working With 2 Year Olds); Four (Learning About Racial Differences And Similarities); Eleven (Working With Parents); and Twelve (Getting Started: A Self Education Guide). The final pre-implementation activity took place one week prior to actual implementation and consisted of the presentation to each teacher, by the writer, of a pen and notebook to be used for journaling.

The solution strategy called for the the structure of twice weekly meetings, each lasting one hour, between the teachers and the writer because, as York (1991) noted: "Teachers need structure to encourage and facilitate the empowerment process. This includes regularly scheduled blocks of time to meet with others committed to multicultural education." (pp. 39-40) These meetings occurred during the children's rest time. Because this time of day was reserved for teacher's breaks, changes in scheduling and staffing were required. These changes included using substitutes to cover each classroom for the entire two hour rest period. During this time all four teachers took their one hour break prior to meeting with the writer. This arrangement accomplished two things which facilitated the implementation of the solution strategy. First, it allowed all four teachers to spend relaxed, social bonding time with each other. Frequently, all four would use that hour to go out to lunch together. Second, it enabled them to arrive at each meeting refreshed and renewed due to their time away from their classrooms.

In order to make the scheduling and staffing changes needed, budget allotments for substitute teachers were authorized. The writer, who is responsible for scheduling all teaching staff, is also responsible for the substitute budget. Therefore, no barrier to the expenditure of these monies existed.

The solution strategy utilized training materials from two main sources; The Anti-Bias Curriculum (Derman-Sparks et al. 1989) and Roots & Wings (York, 1991). One copy of Developing Roots & Wings (York, 1992) was used by the writer to augment the other training materials. The Board of Directors of the practicum site gave its support to the concept of multicultural education as well. (see Appendix G)

In order to join theory to practice, some materials for each classroom needed to be purchased or made. Each room had an educational supply budget for 1993, and the writer asked each teaching team to dedicate a portion of their respective budgets to the purchase of those multicultural materials which seemed most important to them. (see Appendix S)

The writer determined, in conjunction with the teachers, that a minimum of 80% attendance at our meetings would be necessary to maintain continuity of learning. It was further agreed that an absence of two or more of the participants at any one scheduled meeting would result in the re-scheduling of that meeting. No meeting needed to be re-scheduled, however. All teachers, and the Group Leader, maintained an attendance of better than 80%. (see Appendix T)

Each of the 20 scheduled meetings was geared toward increasing teacher awareness and raising teacher consciousness of racial and cultural issues. Along with attitudinal change and growth of awareness there was content processing of information about cultural and racial identity formation and awareness in children ages 2 to 3 years. Additionally, there was an emphasis placed on the development of skills needed to establish and conduct age appropriate multicultural activities. (see Appendix U for actual Implementation Plan)

Report of the Action Taken

The entire implementation period was characterized by three main phases. The first of these, lasting about six weeks, involved the teachers in self examination of values, beliefs, and awarenesses. The emphasis was on affect. There was an exploration of childhood experiences and an attempt to gain insight into the way in which early life experiences shape developing attitudes. This exploration was facilitated by discussion, guided imagery, and self revelation by the Group Leader. As trust increased, the teachers began to delve deeper into their own pasts:

> They are beginning to see how getting in touch with their child selves will make them better teachers. And memories are beginning to come back...[W]e talked about how children (or us - as children) develop shame about noticing racial differences. They said that they feel like these meetings are like therapy. They said it jokingly, but they **meant** it. I acknowledged that examining ourselves in an atmosphere of trust and reciprocity is therapeutic. Old messages unburied - revealing old wounds unhealed and sealed away - **can** be healed by this process...(Sweigman, 1993, journal entry, see Appendix R)

Concurrently, during this six week period, we were also exploring the implications of research findings about the formation of racial awareness and identity in young children. Here, the emphasis was on cognition. Teachers were given the opportunity to learn about a facet of child development which was not well known by any of them (see Appendices U and V).

At about the mid-way point in this first phase, teachers began to evince signs of heightened consciousness about their own previously unexamined beliefs, as well as an increased awareness of the subtle racial messages which permeate our society:

Beginning to understand what [Group Leader] is trying to get across. Alot of re-thinking "old" ideas - I agree though it needs to be done and might as well start now...Sessions are interesting - makes me very aware of self. Noticing more as I read articles, papers. Beginning to understand what I thought was a [Group Leader] hang-up all these past months... (Teacher A, 1993, journal entry, see Appendix Q)

It is amazing to me how the people of the dominant culture oppress other cultures without even knowing they do it. Such as with words and phrases we use to describe things. I never thought of it before but white & light is usually positive. Black & dark is usually negative. That is a shame... I also wanted to talk about how much more aware I am about the feelings of other cultures. I have always felt that we are all the same. I have come to realize that we are all the same but we all have differences too! These differences should be respected (not pushed under the rug)! (Teacher B, 1993, journal entry, see Appendix Q)

I guess I was surprised to find that 2 year olds **do** notice skin color, hair, etc...I do have somewhat of a fear of black people. I felt strange having [Group Leader] know this about me...(Teacher C, 1993, journal entry, see Appendix Q) [Later entry] It's hard to believe I wrote I was afraid of black people...I am more aware now of my feelings...I am **not** afraid of black people. In fact I feel I can somewhat understand

> more about African-American people, how they might feel... (Teacher C, 1993, journal entry, see Appendix Q)
>
> I'm amazed at what people (including me) don't know. Basically, to teach our children about differences being valid and good - intrinsic value of self goodness & worth...class is usually very informative - excellent mind jogging ideas - interesting to see how differently these new concepts affect all of us... These classes have definitely made me view our world from a different perspective. (Teacher D, 1993, journal entry, see Appendix Q)
>
> A breakthrough session. teachers began to see real connections between how they were brought up - how they learned values - and what they want to impart to children. We talked about making changes. About how it is easier to change room environments than our own attitudes & beliefs. But by beginning the process of examining our values/beliefs we begin to have some control over what we impart - and so can help consciously to share the values we say we want to impart. They were all very animated and excited today. Very good to see...(Sweigman, 1993, journal entry, see Appendix R)

During this time as well, teachers began to use their emerging awarenesses to re-assess their classroom environments. Each teaching team was then asked to create a wish list of materials to be purchased in order to improve their room environments. (see Appendix S) Among the items requested were dolls of various ethnic origin, paints and crayons reflecting actual skin tones, and construction paper which also represented more realistically the variety of human hues. In addition, each teaching team began making immediate changes in room environments by removing inappropriate, stereotypical materials, (primarily books) and by creating multi-ethnic montages for their walls, varied skin-tone cut-outs for the children's lockers, and family trees with photos of children's and teacher's families prominently displayed. (see Appendices X and Y)

A mid-course correction survey (see Appendix N) was completed after the fifth week of implementation. Results indicated that the solution strategy was on target. None of the teachers indicated that there was any aspect of the meetings which they would like to change. All of the teachers indicated that the meetings would be better if we had more time. Each also indicated that learning was occurring. Teacher A stated that she had learned " to be more aware of other cultures". Teacher B indicated that she had learned " to be more aware of how people feel about their race". Teacher C shared that she had learned "tc be more aware of diversity, culture, color... [and that she had] learned more about myself too". Teacher D commented on how she was surprised to learn "how pre-prejudice solidifies into real prejudice...[and] how many subtle discriminatory incidents occur without people's awareness". (see Appendix DD)

At this point we began to move into the second major phase of implementation: the wedding of awareness to action. The ensuing three weeks were focused on planning and carrying out activities which had a multicultural dimension with the children. Teachers planned in teams on their own time, and meeting times were used to plan across teams as well as to discuss the results of those plans (see Appendix Z). As the teachers began to create tangible evidence of curricular change they began to get feedback from parents and peers about those changes:

> The other day myself and 2 staff members had a conversation about our [Group Leader's name] class. We talked about feeling prejudice and how we're all the same **but** different... (Teacher D, 1993, journal entry, see Appendix Q).
>
> Another teacher (pre-school) said she really liked our locker symbols. _______ and _________, two mothers in our room said they were **very** happy we were putting up skin tones and also talking about sign language... (Teacher C, 1993. journal entry, see Appendix Q).
>
> _______'s mother asked me what the questionnaire was about... I explained that we have been trying to do more projects that include multicultural skin tones & themes. I also pointed out.the collage we made & hung on the wall. _______ was very positive about what I told her...(Teacher B, 1993, journal entry, see Appendix Q).
>
> Staff appear interested in what we are doing - asking questions, noticing visual displays in our room, asking how we will change lesson plans, craft ideas, and how kids are responding... (Teacher A, 1993, journal entry, see Appendix Q).

At this point we entered the final phase of implementation. This last phase involved the attempt, by the teachers, to communicate with peers and parents about some of the content of our meetings. In making this attempt teachers were compelled to organize their thoughts in a more focused way. Parents, in particular, wanted to know more about why their children's curricula were changing. In response to a parent survey (see Appendix P) several parents questioned whether 2 year olds were aware of racial differences. Typical comments received included: "...at this early age is it better to point out differences that might not be noticed?"; and "the child is too young to learn...I personally do not think it is important or necessary at this stage in the child's life to make this an issue..."

These parents were expressing a belief similar to that held by the teachers prior to implementation of the solution strategy. For the most part, teachers were able to enter into productive dialogues with these parents. The result of these discussions about the rationale and the research was that the parents agreed that the changes in programming were potentially worthwhile.

It is worth noting, as well, that of the 20 surveys given to parents, only 8 were returned. Such a percentage of return is, however, better than typical for this parent population. Of the responses to question number seven, which asked for a rating of 1 to 10 where 1 was low end and 10 was high end, five of the respondents entered a number. The average rating received was 7.7. (see Appendix EE) Typical comments of approval included: "Hallelujah! The only way to erase racism is to raise kids [to believe] that everyone looking different is normal." and "We approve. [Child's name] has stated several times that she likes her skin and that it is white like her Mom & Dad's. She also identified all her stuffed animals' color and her friends'..." and "Great job!"

The major impediment to progress during the implementation of the solution strategy was the teachers' anxiety about doing well. Although the Group Leader emphasized on many occasions, both at the outset and at varying intervals during the 10 weeks, that there was no way to fail, still each teacher manifested some fear about her performance. Each was concerned with how the writer and their fellow teachers might judge their competencies, particularly their cognitive competency:

> At first unsure how meetings would go...I found there were terms I really did not understand...there is alot of material to comprehend...Finished homework for today. Actually knew more than I thought I did. Still - alot of material...(Teacher A, 1993, journal entry, see Appendix Q).
>
> I made a fool of myself but was brought to an interesting realization - a way of thinking that I hadn't [thought about] before...(Teacher D, 1993, journal entry, see Appendix Q).
>
> We are talking more openly about fear of failure or looking foolish...All I can do is accept that I'm working against a

> lifetime of educational messages which reward RIGHT ANSWER SPIT BACK AND PUNISH WRONG ANSWERS...Concern over "did I do it [an activity with the children or an explanation to a parent] right? Did I say the 'right'/'wrong' thing..." I keep emphasizing it's a process. A JOURNEY. Teacher C made the comment that she sometimes feels like she's back in school...Teacher A needs lots of reassurance from me. Doesn't trust her inner voice as much as she will one day...(Sweigman, 1993, journal entry, see Appendix R).

While the writer had anticipated some trepidation on the teachers' part, he was surprised by the ingrained nature of their collective lack of self confidence. This barrier to growth was formidable and only partly overcome. The writer continually emphasized strengths while reflecting and validating fears. Value judgments were not made.

The writer's further response to this deep seated resistance to the more cognitively oriented aspects of the solution strategy resulted in a shift of emphasis. Originally, the Implementation Plan (see Appendix U) called for each teaching team to create a structured, linear, step by step plan for implementing a multi-cultural corriculum. The writer became aware, as the process unfolded, of the need to stress affect over cognition as a means of both motivating and bolstering the teachers. Therefore, some of the more structured elements of the original Implementation Plan were replaced by more open-ended and emotionally engaging activities such as the use of guided imagery, the viewing of videos, and the extension of the amount of time devoted to discussion of and reflection on each participants early life experiences with racial issues.

Chapter 4: Results

In order to assess the efficacy of the solution strategy a range of evaluation tools were used. Specifically, the goals and objectives set forth previously were measured as follows:

By the end of the 10th week of implementation, 100% of the classrooms will attain a rating 3 (fully met) on criteria B-5a and B-7h of the National Academy of Early Childhood Programs (NAEYC,1991) as determined by the teachers, the Program Director, and the Executive Director of the practicum site, and evidenced by results of those ratings. This objective was partially met. Of the six people rating each of the two rooms, an average rating of 3 (fully met) was attained for criteria B-5a. The average rating for criteria B-7h was 2.8 (see Appendices E and BB). The lower than anticipated rating for criteria B-7h was, in the writer's opinion, a function of the strict manner in which the teaching team of Teachers A and B interpreted the criteria.

By the end of the 10th week of implementation, each classroom's score on the Multicultural Classroom Rating Scale (York, 1992) will show an improvement across all areas, as determined by each teaching team's ratings for their own rooms. This objective was met. (see Appendix CC) The teachers changed room environments as their awareness of multicultural dimensions increased. Visual displays, to use one important aspect as an example, went from a rating of 1 in one classroom and a rating of 2 in the other, to a rating of 5 in each classroom. Teachers used room budgets to purchase more appropriate materials, and constructed new wall and locker displays which reflected their emerging consciousness of the importance of sending ethnically varied non-verbal messages to children and parents.

By the end of the 10th week of implementation, 75% of the teachers will demonstrate the ability to identify the developmental stages of children's awareness of differences, as measured by the results of answers given to the Ages and Stages Questionnaire (see Appendix L) and the Developmental Sequence Task (see Appendix M). This objective was met. The teachers' responses after the solution strategy's implementation show an increased ability to understand children's development of racial awareness and attitude. (see Appendices V and W) On average, each teacher increased correct responses to the Ages and Stages Questionnaire by 6, and to the Developmental Sequence Task by 3.75.

By the end of the 10th week of implementation, 75% of the teachers will demonstrate the ability to devise a step by step plan for initiating multicultural education into their ongoing curricula, as evidenced by copies of those plans. This objective was partially met. All teachers were able to generate plans for implementing changes in room environments, and all carried out those plans as evidenced by improved ratings of their room environments along multicultural dimensions. (see Appendices BB and CC) Each team of teachers was also able to make curricular changes, creating projects and activities with a multicultural emphasis (see Appendix Z). None, however, generated a systematic, step by step, long range plan for implementation.

By the end of the 10th week of implementation, 75% of the teachers will devise and carry out a minimum of three developmentally appropriate multicultural activities with the children in their classes, as evidenced by lesson plans and journal entries reflecting on the implementation of those plans. This objective was met. Of the two teams, Teachers A and B generated over four weeks of planned activities which more than met the solution strategy objective, while Teachers C and D generated five inter-connected activities along the theme of "Alike and Different". (see Appendices Q and Z)

By the end of the 10th week of implementation, 75% of the teachers will demonstrate an understanding of, and an insight into the way in which their own sense of culture and ethnic identity impacts their teaching style and content, as measured by responses to the Cultural Influence Questionnaire (see Appendix O) and by journal entries which will reflect growth and change in levels of awareness. This objective was met. Responses to the Cultural Influence Questionnaire (see Appendix O) reflected an understanding of the pervasive effect which culture has on the idividual and society. Of the 20 items listed, all of which are influenced by culture, three of the four teachers were able to identify all 20 items. The fourth teacher was able to identify 18 items. (see Appendix AA) Further, each teacher was able to generate an additional list of items influenced by culture, including religion, music, expressions of affection, modes of transportation, economic systems, birthing practices, sexual mores, forms of communication, and value placed on formal education. Additionally, each teacher was able to generate a list of ways in which culture is transmitted from one generation to the next. These lists included traditions and rituals, stories and songs, literature, schools, televison, language, and by living examples. Moreover, journal entries (see Appendix Q) reveal the growth of awareness, as do certain responses to the Teacher Mid-Course Correction Survey. (see Appendices N and DD)

These methods of assessment attempted to be respectful of a professional development process (Vartuli & Fyfe, 1993) which included teacher participation in the establishment of goals (Week I), teacher determination of whether or not goals were being met (Weeks V and VI), and peer support and analysis of growth (Weeks I through X). As Vartuli & Fyfe (1993) pointed out, "one of the main goals of an evaluation is not to judge what is, but to nurture what could be." (p.39)

Chapter 5: Conclusions and Recommendations

The practicum sought to address the problem of how to infuse a developmentally appropriate multicultural dimension into an established curriculum for 2 year olds. Major impediments to implementation were identified as being teacher attitude and awareness of the need for such an added dimension. The writer devised a solution strategy designed to increase teacher knowledge base; to enhance teacher skills; and to sensitize teachers to the impact of culture and ethnicity on teaching style and content.

The writer met with the four teachers of 2 year olds at the practicum site for a period of 10 weeks. Meetings were held twice weekly, each meeting lasting approximately one hour. Focus was placed on heightening teacher consciousness of the way in which 2 year olds begin to formulate racial identity and attitude. Cultural impact on teaching practices was also stressed. Emphasis was placed on joining theory to parctice. (see Appendix U)

A variety of methods were used to assess outcomes, including open ended questionnaires, lesson plans, rating scales, and journal entries. Findings generated by the 10 week implementation of the solution strategy indicate that most of the outcomes sought were achieved. Concrete and observable changes were made in each classroom's environment (see Appendices X, Y, BB, and CC), making each room more supportive of multicultural educational goals. Teachers used room budgets to purchase a variety of new materials (multi-ethnic dolls, skin tone crayons, paints, and construction paper), and created a more ethnically varied environment through teacher made montages as well. Further, each teaching team dedicated a portion of their 1994 educational supply budget toward the purchase of additional materials which support a multicultural approach. (see Appendix S) Lesson plans (see Appendix Z) also offer tangible evidence that each teaching team developed the basic skills needed to deliver a developmentally appropriate multicultural experience.

These visible, verifiable, external changes were accompanied by other, less visible but no less vital changes within each teacher. As discussed earlier, no amount of environmental change is enough, in and of itself, to create a truly multicultural milieu. York (1991), Derman-Sparks et al. (1989), Katz (1978), Wardle (1988), and Carter (1993) have all cited the need for teacher self examination and insight into their own attitudes about race. In order to make meaningful changes in classroom practices, teachers needed to make meaningful changes in themselves. In order to feel at ease with helping children learn to appreciate similarities and to value differences, teachers needed to work through their own uncertainties about these issues. In order to communicate effectively with other adults about the importance of multiculturalism in the lives of children, teachers needed to come to a clear understanding of the true worth of such an educational experience.

The writer encountered an expected resistance to a frank and probing examination of teacher attitude about race. Additionally, the writer encountered a higher degree of teacher anxiety about performance than had been expected. Both the anticipated and unanticipated impediments called for a sensitive and appropriate response. Developmentally appropriate practice for adults (Carter, 1991; Vartuli & Fyfe, 1993) required the writer to function as a facilitator of growth rather than a purveyor of knowledge.

In retrospect, the discussions which were most fruitful and which stimulated the most growth were those in which the writer participated as a co-learner. The writer tried "to encourage [the teachers] to speak in their own active voices...to preserve [their] fragile, newborn thoughts...to focus not on [his] own knowledge but on [their] knowledge." (Belenky, M.F., Clinchy, B.M., Goldberger, N.R., and Tarule, J.M., 1986: pp.217-18 in York,1992: p. 33). Greenough (1993), Carter (1993), and Jones (1993) have all spoken about the importance of the adult learner's construction of knowledge. Each has addressed the need for teachers to arrive at knowledge which is meaningful on a personal level. Such knowledge, each has concluded, cannot be presented to the teacher by an expert.

The writer was acutely aware that the teachers sought to cast him in just that role. It then became incumbent upon the writer to gently but firmly resist being so cast. This was accomplished by the structure and content of the meetings (see Appendix U) as well as by the way in which the writer reflected emotions and encouraged participants to find their own answers.

Some of the factual information about racial identity and attitude formation was presented in lecture format, however this method was only used for 2 of the 20 meetings. The transformation of this presented information into internalized knowledge required two actions. First, the teachers needed the opportunity to use the information in their classrooms with the children. Second, the teachers then needed the chance to reflect and discuss with the other participant the results of putting theory into practice. "Theory applicable in practice is not social knowledge....Usable theory is logically constructed...on the basis of experience and dialogue about experience." (Jones,1993: p.146)

Jones (1993) also spoke of the need for adult learners to have their strengths acknowledged as opposed to having their deficiencies remedied. The writer avoided a deficit model, seeking instead to tap "intellectual competence left untapped by traditional schooling." (Jones, 1993: p.141) By focusing on the process and by de-emphasizing the product, the writer attempted to alleviate, or at the very least, to decrease the amount of performance anxiety the teachers were experiencing.

In drawing conclusions about the success of the solution strategy one weakness presents itself clearly. Time, or the lack thereof, was the one element which diminished the process from start to finish. All participants, the writer included, felt constrained by the length of each meeting. All expressed, in journal entries, (see Appendices Q and R), and in response to the Mid-course Correction Survey (see Appendices N and DD) a frustration with the lack of time. Further, the writer observed that the time limit was experienced by the teachers as an external pressure to hasten change. Although the writer continually reassured the teachers that the 10 week period was only the beginning of a lifelong journey, the fact that an evaluation of progress made was conducted at the end of the 10 weeks worked to undermine those reassurances. Real growth takes time. Inner awareness and self reflection are not processes that can be rushed or pushed. Within the parameters of the 10 week implementation of the solution strategy, the modest goal of increasing teacher awareness of culture and its impact was met. (see Appendix AA) So, too, was the goal of increasing teacher sensitivity to the place of race in the lives of children. (see Appendices Q, V, and W) It is clear, however, that these are budding awarenesses, nascent sensitivities. Therefore, at the time of this writing, the teachers are still not fully comfortable with sharing what they have learned or explaining its rationale to others.

The methods and materials used in the solution strategy were, for the most part, very successful. The elements critical to such a success (trust, leadership, and time) were used to achieve the goals of increasing teacher skills, knowledge base, and awareness. By focusing concentrated attention on the subject; by re-structuring teachers' schedules to allow them paid time to participate in the solution strategy; by sharing with the teachers materials, readings, activities, and observations, the writer was sending an unspoken yet powerful message: This is important. This is worth knowing. And I (each teacher) am important because I was invited to be a part of this important endeavor. The time, structure and activities of the solution strategy served to validate the process of exploring the subject and ourselves. Going through the process further validated the experience. As noted earlier, all of the teachers were aware that something more could be done to add a meaningful multicultural dimension to their curricula. The solution strategy of this practicum afforded them the time and opportunity to actualize that added dimension.

Recommendations:

1) Participation in a solution strategy such as this must be voluntary.

2) The solution strategy should be extended beyond the 10 week parameter originally imposed.

3) The solution strategy should be broadened to include the pre-school teachers at the practicum site.

4) Teachers should be given as much time as needed to feel comfortable with the content areas of multicultural education before they are required to communicate about that content with parents.

5) Teachers should be afforded the opportunity to choose when and how they will share what they have learned.

6) Process should be held more important than product,

however teachers should be given ample opportunity to join theory to practice.

7) Evaluation of the effectivess of a solution strategy such as the one described herein should employ methods which are highly sensitive to teachers' self esteem. Deficit models should be avoided.

8) Teachers should be given the chance to design and administer their own means of evaluating both internal growth and external change.

9) Parents should be fully informed, by teachers, as to the what and why of any curricular changes which may result from a solution strategy such as the one discussed here.

The teachers involved in the solution strategy have all expressed regret about the end of the 10 week period of twice weekly meetings. Each has expressed the desire to continue to meet. The writer has agreed to continue to meet on a once a month basis in order to continue to facilitate growth. The focus of these meetings will be on processing the results of their continued and expanded implementation of a multicultural curriculum.

Further, in 1994 teachers from the pre-school section of the practicum site will be invited, by the writer, to participate in a series of meetings designed to help them implement a multicultural curriculum appropriate for pre-schoolers. The practicum participant teachers and the writer have also discussed plans to begin an informal, voluntary, support/discussion group for any staff members interested in learning more about multicultural issues. This group would meet in the evening at participants' homes.

Additionally, at the writer's suggestion, the practicum participant teachers are planning to present a hands on workshop for the entire staff on the topic of developmentally appropriate multicultural education. Finally, as the participant teachers continue to grow in awareness and confidence, the writer hopes to encourage them to make a joint presentation on the topic of how they implemented a multicultural curriculum for 2 year olds at the 1994 annual conference of the regional Association for the Education of Young Children.

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Audio-Visual Materials

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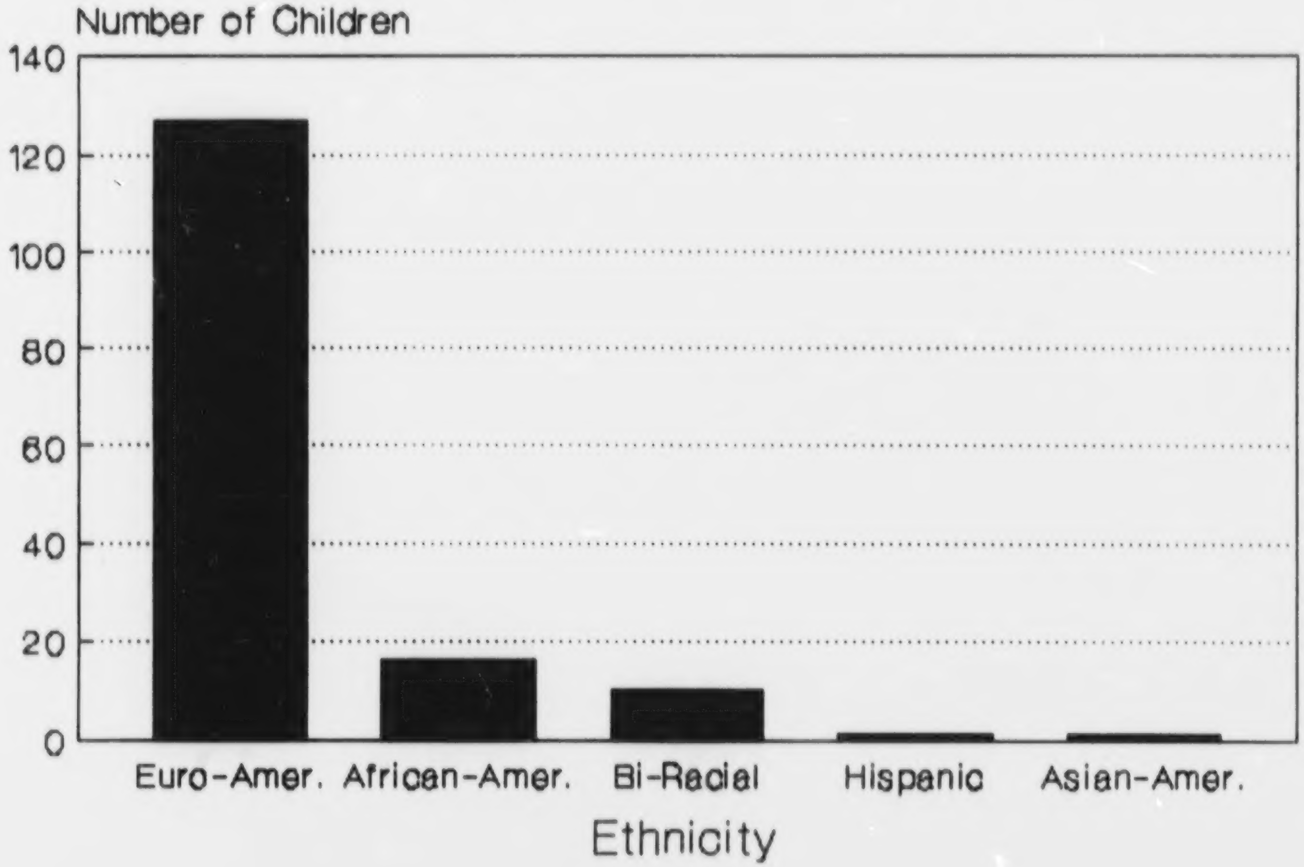
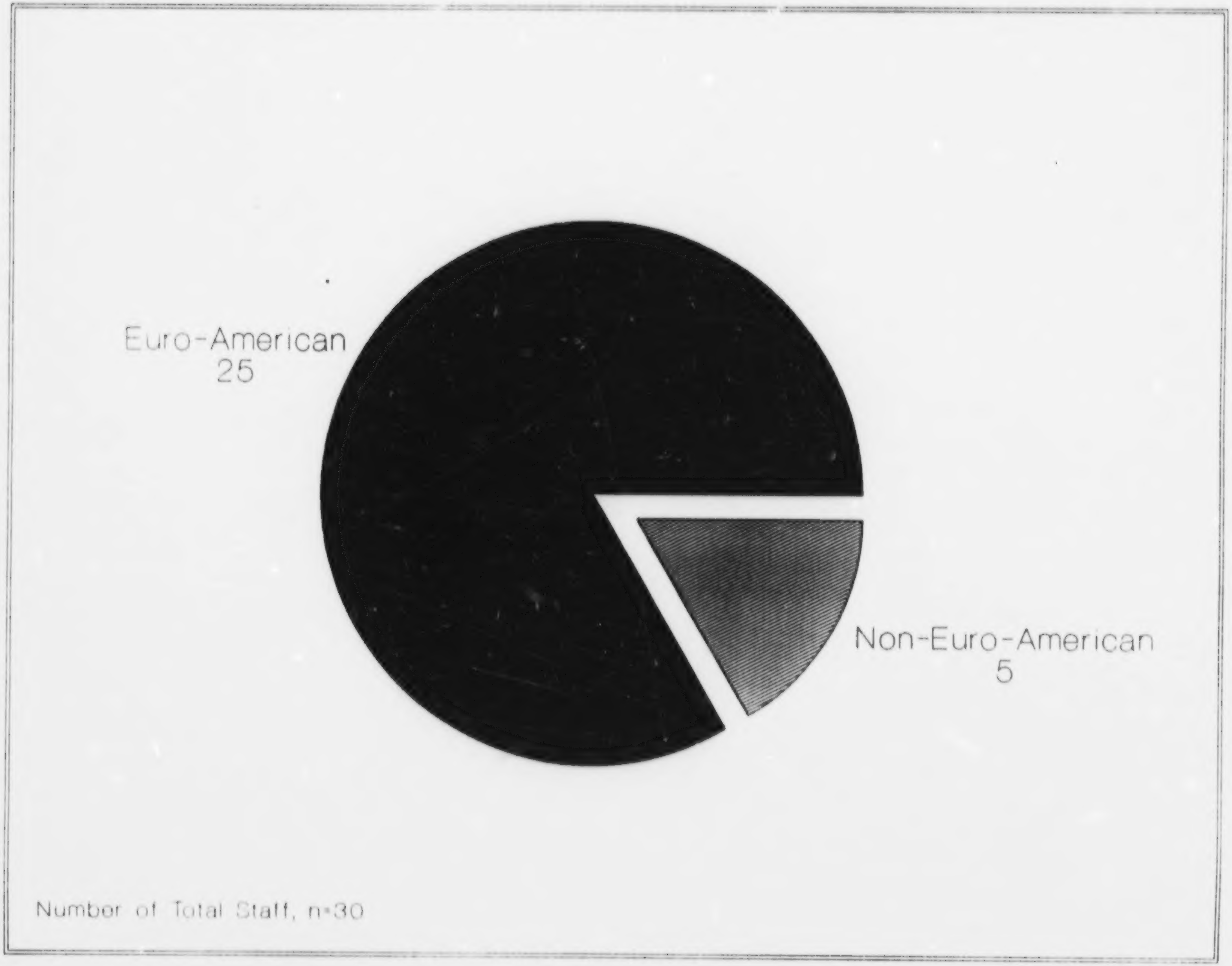
Appendix A

Ethnic Composition of All Children Enrolled


Number of Children
140
120
100
80
60
40
20
0
Euro-Amer.
African-Amer.
Bi-Racial
Hispanic
Asian-Amer.
Ethnicity

Appendix B

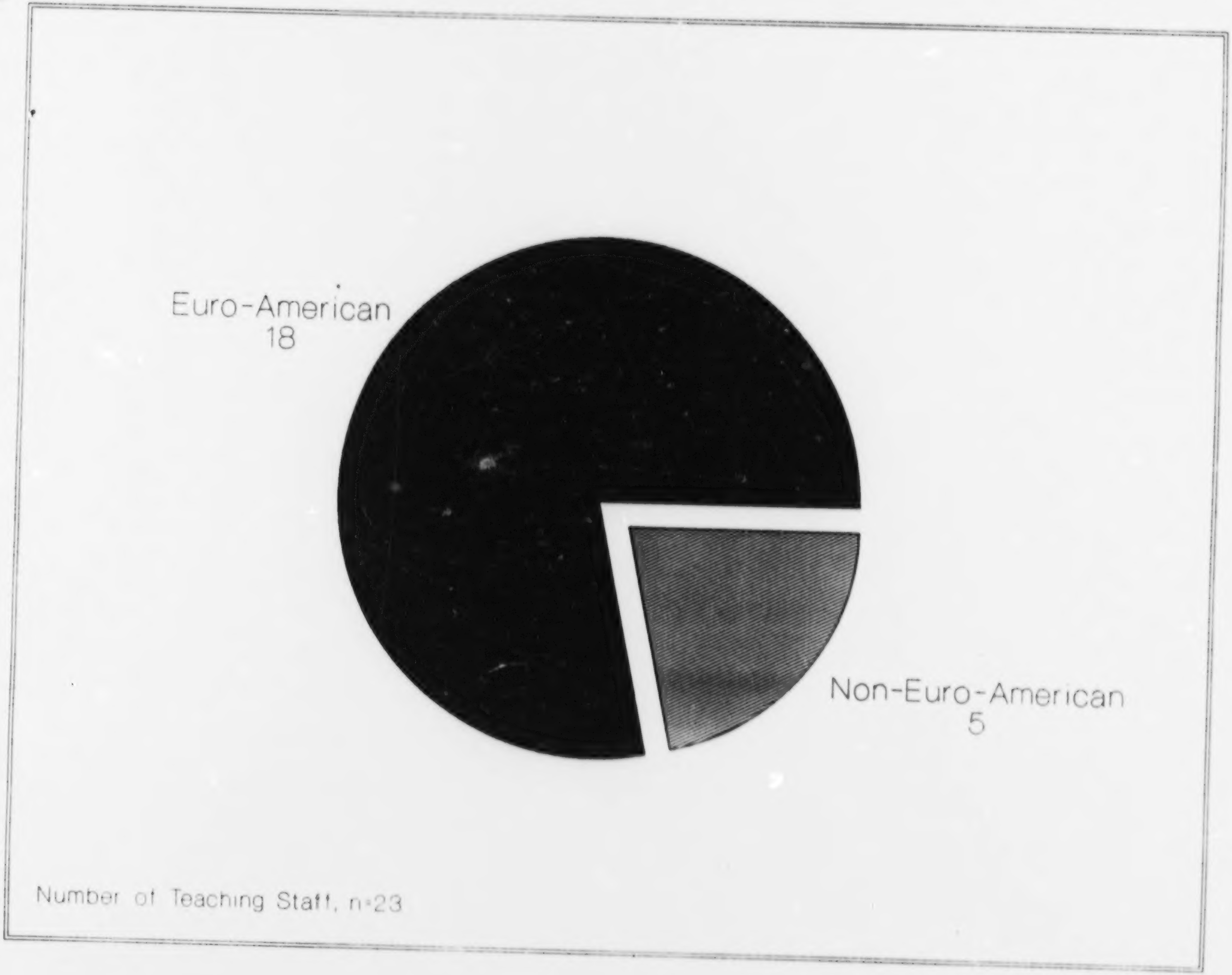
Ethnic Composition of All Staff



Number of Total Staff, n=30

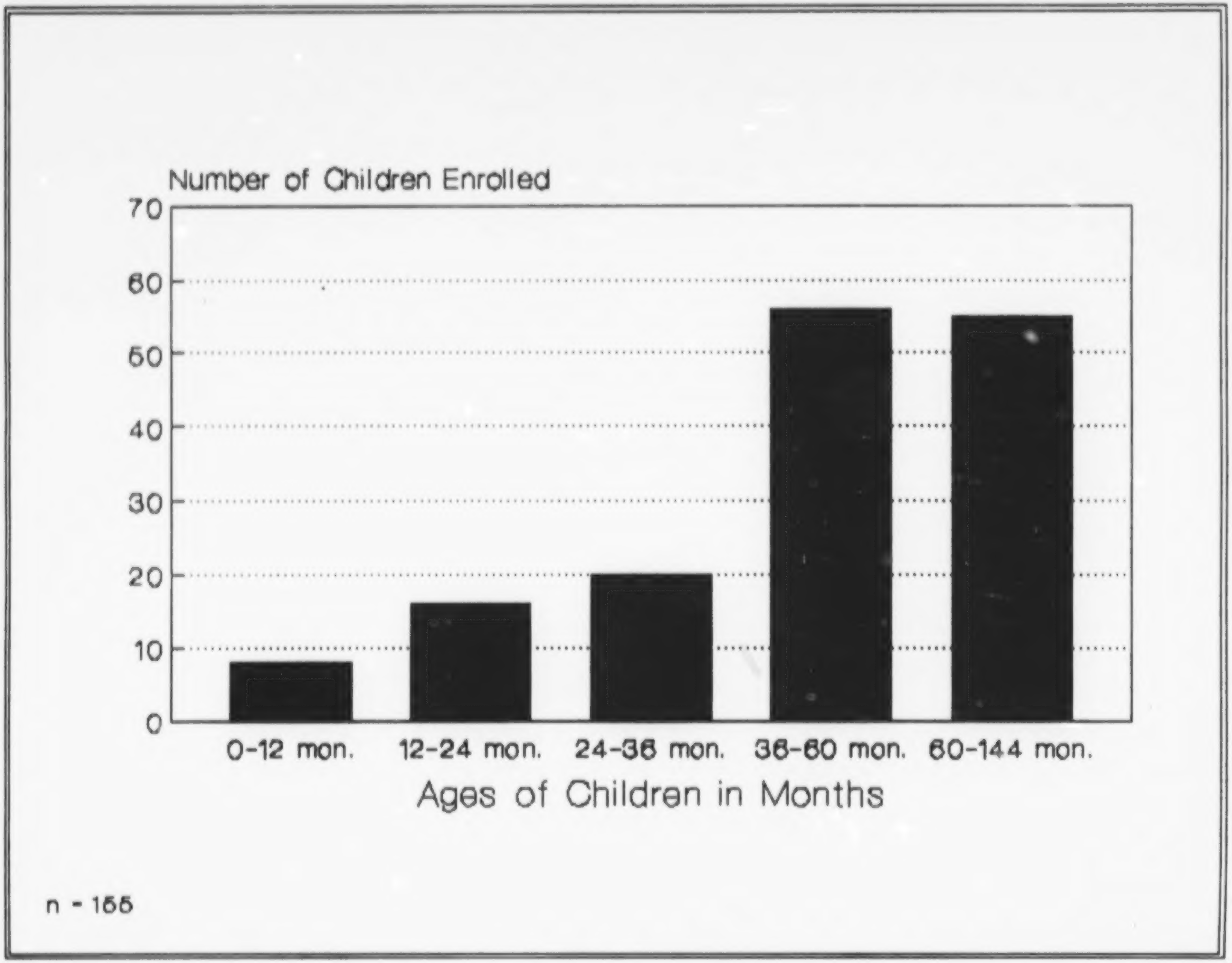
Appendix C

Ethnic Composition of Teaching Staff


Euro-American
18
Non-Euro-American
5
Number of Teaching Staff, n=23

Appendix D

Number of Children Enrolled (Ages in Months)


Number of Children Enrolled
70
60
50
40
30
20
10
0
0-12 mon.
12-24 mon.
24-36 mon.
36-60 mon.
60-144 mon.
Ages of Children in Months
n - 155

Appendix E

Criteria of the National Academy of Early Childhood Programs

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B. Curriculum *continued*

CRITERION

B-5a. Multiracial, nonsexist, nonstereotyping pictures, dolls, books, and materials are available.

AVERAGE RATING
2

Ratings of Center & Validator

GROUPS													
Inf		Tod.		TwaI		PsI		SAI		SCA			
C	V	C	V	C	V	C	V	C	V	C	V	C	V
2	1	2	2	2	1	2	2	2	1	2	2		

VALIDATION DECISION ☐ V ☑ NV

Director's comments on rating The entire center is aware of this need. The program director is purchasing additional materials to meet this criteria.

For validator ~~Sta~~ Center is aware of need and is working to educate staff and board to change this.

(Rate only for age group being observed.)

B-5b. Developmentally appropriate materials and equipment are available for *infants*.

- ☐ Rattles, squeak toys, music.
- ☐ Cuddly toys.
- ☐ Teething toys.
- ☐ Mobiles, unbreakable mirrors, bright objects and pictures.
- ☐ Infant seats, crawling area, sturdy furniture to pull up self.

AVERAGE RATING
3

☐ Not applicable

C	V	C	V	C	V	C	V	C	V	C	V	C	V
3	3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA		

VALIDATION DECISION ☑ V ☐ NV

Director's comments on rating

For validator

B-5c. Developmentally appropriate materials and equipment are available for *toddlers*.

- ☐ Push and pull toys.
- ☐ Stacking toys, large wooden spools/beads/cubes.
- ☐ Sturdy picture books, music.
- ☐ Pounding bench, simple puzzles.
- ☐ Play telephone, dolls, pretend toys.
- ☐ Large paper, crayons.
- ☐ Sturdy furniture to hold on to while walking.
- ☐ Sand and water toys.

AVERAGE RATING
2.67

☐ Not applicable

C	V	C	V	C	V	C	V	C	V	C	V	C	V
NA	NA	3	3	3	3	NA	NA	NA	NA	NA	NA		

VALIDATION DECISION ☑ V ☐ NV

Director's comments on rating

Additional equipment is being purchased through the increased room supply budget

For validator

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B. Curriculum *continued*

CRITERION

B-7g. Staff provide a variety of developmentally appropriate hands-on activities to encourage creative expression and appreciation for the arts.

AVERAGE RATING
2.73

Ratings of Center & Validator

GROUPS													
Inf		Tod.		TWNI		PSII		SAI		DSA			
C	V	C	V	C	V	C	V	C	V	C	V	C	V
3	3	3	3	3	3	3	3	3	3	2	3		

VALIDATION DECISION ☑ V ☐ NV

Director's comments on rating Well met in most rooms.

For validator

For example

Infants/younger toddlers
Encourage scribbling with crayons
Use music, records
Sing to baby

Older toddlers/preschoolers
Do creative art activities such as brush painting, finger painting, drawing, collage, and playdough
Provide time and space for dancing, movement activities, creative dramatics
Do musical activities such as singing, listening to records, playing instruments

School-agers
Provide planned and spontaneous activities in arts and crafts such as mural and easel painting, ceramics, carpentry, weaving
Encourage dancing, creative dramatics, record playing, singing, playing instruments

B-7h. Staff provide a variety of developmentally appropriate hands-on activities to develop respect for cultural diversity.

For example

All ages
Cook and serve foods from various cultures
Celebrate holidays of various cultures
Read books, show pictures of various cultures
Invite parents and other visitors to share arts, crafts, music, dress, and stories of various cultures
Take trips to museums, cultural resources of community

AVERAGE RATING
2

C	V	C	V	C	V	C	V	C	V	C	V	C	V
2	3	2	2	2	2	2	2	2	3	2	2		

VALIDATION DECISION ☐ V ☑ NV

Director's comments on rating This is a Center wide issue. The Board is working on a Policy addressing this. All classrooms are aware of this concern. We have implemented some measures since the classroom observations,

For validator same issue addressed in B.5 a

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Appendix F

Commission Decision Report

National Academy of Early Childhood Programs
Commission Decision Report

Program Code #	**Commission Code**
NY 75	8/10/91 C

For each component, decide whether the program's level of compliance with the criteria is acceptable or not acceptable. Make comments about strengths and weaknesses.

Component	**Comments**
A. Interactions among Staff and Children (Program Description, pp. 14–18)	Acceptable
B. Curriculum (pp. 19–28; 41–43)	Acceptable
C. Staff-Parent Interaction (pp. 44–48)	Acceptable
D. Staff Qualifications and Development (pp. 10–12; 49–53)	Needs Improvement
E. Administration (pp. 53–59)	Needs Improvement
F. Staffing (pp. 7–9; 60–62)	Acceptable
G. Physical Environment (pp. 29–32; 63)	Acceptable
H. Health and Safety (pp. 33–38; 63–72)	Needs Improvement
I. Nutrition and Food Service (pp. 39; 73–74)	Acceptable
J. Evaluation (pp. 75–77)	Acceptable

Decision

Accredit

Recommendations for further improvement on the back.

management techniques and planned daily activities of the center.

D-4b, pg. 52	Training should address areas listed in criterion.
D-5, pg. 53	Keep staff qualification records accurate and current.

E. Administration

E-10b, pg. 58	Provide time for staff to plan and consult together.
E-10c, pg. 58	Provide time for regular staff meetings.
E-10d, pg. 59	Consider ways to provide staff with paid planning time.

H. Health and Safety

H-9a, pg. 66	Clarify with staff procedures for reporting suspected incidents of child abuse and/or neglect.
H-19a, pg. 38	Provide cushioning materials under climbing equipment, slides and swings.
H-19b, pg. 3	Securely anchor climbing equipment, swings and large pieces of furniture.
H-21a, pg. 71	Familiarize staff with primary and secondary evacuation routes and practice procedures monthly with children.
H-22a, pg. 72	Provide training for staff in emergency procedures such as operation of fire extinguishers.

The Commission suggest improvement in the following criteria:

B. Curriculum

B-5a, pg. 21	The rationale for this criterion is to help children be tolerant, accepting and appreciative of people different than themselves. Children's first group experience may be homogeneous; but our society is heterogeneous. Therefore, early awareness is highly recommended. A training resource is: Anti-Bias Curriculum:

	Tools for Empowering Young Children, an NAEYC publication.
B-7h, pg. 26	Explore additional activities to enhance cultural diversity. (See B-5a for resource.)

C. Staff-Parent Interaction

C-3, pg. 45	Clarify with parents center policy on communicating about home and center childrearing practices in order to minimize potential conflicts and confusion in children.
C-6, pg. 48	Hold conferences for all children at least once a year and at other times, as needed, to discuss children's progress, accomplishments and difficulties at home and at the center.

I. Nutrition and Food Service

I-3, pg. 39	Mealtime should be a pleasant social and learning experience. Arrange for at least one adult to sit with children during meals to model appropriate behavior and encourage conversation. (See criterion examples.)
I-3, pg. 74	Consider serving snacks which are indicative of children's cultural backgrounds.

J. Evaluation

J-1d, pg. 76	Inform staff of evaluation criteria in advance.
J-1f, pg. 76	Generate a plan for staff training from the evaluation process.
J-2, pg. 77	Involve parents in evaluating the program's effectiveness annually. (See rationale on page 37 of Accreditation Criteria and Procedures.)

SAVE THIS DOCUMENT and report program improvements and/or changes in the enclosed Annual Report. Submit Annual Report to the Academy by the first anniversary of accreditation.

To ensure the quality of care, it is Academy policy to conduct a validation visit when a program changes location, or ownership following accreditation. An additional fee for the visit is required.

Appendix G

Letter from the Chairperson of the Program Committee of the Board of the Directors

14 Beverly Drive

December 5, 1991

Mr. Lou Sweigman
Program Director
Child Care Center, Inc.
Cooper Center
, College

Dear Lou:

Please forgive the amount of time it has taken the Program committee to consider the proposal you made for developing an anti-bias curriculum. The committee had no intention to let the process drag on this far. We are recommending that you and Mary, with help from the committee if you so desire, draw up a plan for implementation of such a curriculum.

We would ask only that you keep in mind the concerns that and I expressed to you at our meeting last summer regarding the potential for this kind of curriculum enhancement to go too far in the direction of political correctness. Though this term has been much maligned and misunderstood, we would only caution that, in its most radical form, the spirit of political correctness seems to us to be not consistent with the moral and ethical standards of the community.

Therefore, we urge you to feel free to consult with the Board and with the members of the program committee in developing this plan, but at the same time, we are confident that you will have no problem in producing a program that is fair and sound.

Sincerely,

Chairperson
Program Committee

XC:

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Appendix H

Multicultural Classroom Rating Scale

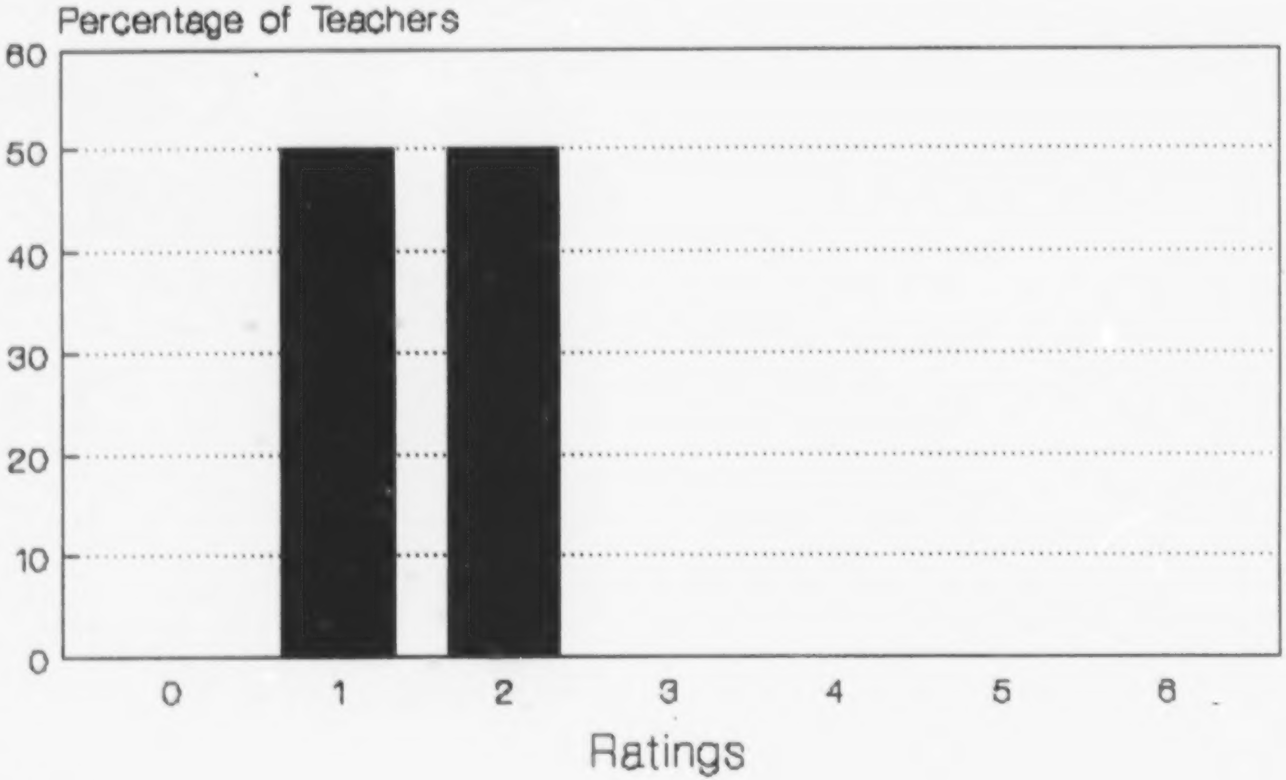
TABULATION OF MULTICULTURAL RATING SCALE
(By Percentage)

RATINGS

AREAS	0	1	2	3	4	5	6	Total%
Art Area		50%	50%					100%
Block Area		50%	50%					100%
Music Area			100%					100%
Dramatic Play		50%	50%					100%
Table Toys		100%						100%
Science Area		50%	50%					100%
Sensory Area		100%						100%
Book Area				100%				100%

Multicultural Classrooms/Tab

Rating Scale (Visual Displays)



Appendix I

Multicultural Dimension of Teacher Responses To Performance Evaluation Questions 2 and 3

Expanding
Imaginations

Child Day Care Center, Inc.
Cooper Hall Campus,

Dear

Please find enclosed the tool we will be using during your upcoming performance evaluation. In order to make this process as beneficial as possible, please fill out this form as well as the accompanying SELF EVALUATION. Also, prior to our meeting, please answer the following questions and return to me by ____________________.

1) Do you have any questions about what is expected of you on the job? If so, what area(s) are unclear to you?

2) What goals do you have for yourself regarding job performance?

3) What goals do you have for yourself regarding professional development?

4) How can I or the Center help you to meet these goals?

5) Please tell me about any special accomplishments, activities, or recognitions you wish to share.

6) Any other questions or concerns?

Thank you,

MULTICULTURAL DIMENSION OF TEACHER RESPONSES TO PERFORMANCE EVALUATION QUESTIONS 2 AND 3

	Job Performance Goals	Professional Development Goals
Teacher A	No Multicultural Goals	No Multicultural Goals
Teacher B	No Multicultural Goals	No Multicultural Goals
Teacher C	Multicultural Goals Cited: "Add more Cultural diversity to classroom."	No Multicultural Goals
Teacher D	No Multicultural Goals	No Multicultural Goals

Questionnaires responded to in June, 1992 (Teachers A & B), September, 1992 (Teacher C), and December, 1992 (Teacher D).

Appendix J

Definition of Key Terms

Diversity The variety and richness which characterizes the multitude of ways in which human beings differ from each other, either as individuals or as groups, or both. Diversity refers, among other differences, to those of gender, race, age, religion, culture, or nationality.

Ethnicity Those aspects of race, religion, nationality, physical traits, shared values, customs, or language (York, 1991) which unite a group of people by way of their identification of and with one or more of these common connections.

Race A non-scientific, yet commonly used term, which groups people who share certain physical traits (Wardle, 1988). In the context of this proposal, the term is used to refer to those salient physical characteristics (which typically include skin color, hair texture, shape of eye, and possibly other facial features [Katz, 1982]) used to distinguish and group people as "like me" or "not like me".

Multicultural Education A developmentally appropriate approach to teaching children to develop a positive self image; to recognize and appreciate their own cultural and ethnic identity; to recognize and respect other cultural and ethnic groups and individuals; to appreciate and value diversity; and which affirms equality of opportunity for, and the inherent worth of, all people. (York, 1991, Derman-Sparks, et al., 1989, Katz, 1982)

Anti-Bias Education A developmentally appropriate approach to teaching children to recognize and value diversity; to recognize and challenge the prejudices and biases of individuals and institutions; and which is grounded in the belief that one must take a pro-active stance against the "isms" (racism, sexism, ageism, and handicapism) which oppress people. (Derman-Sparks, et al., 1989)

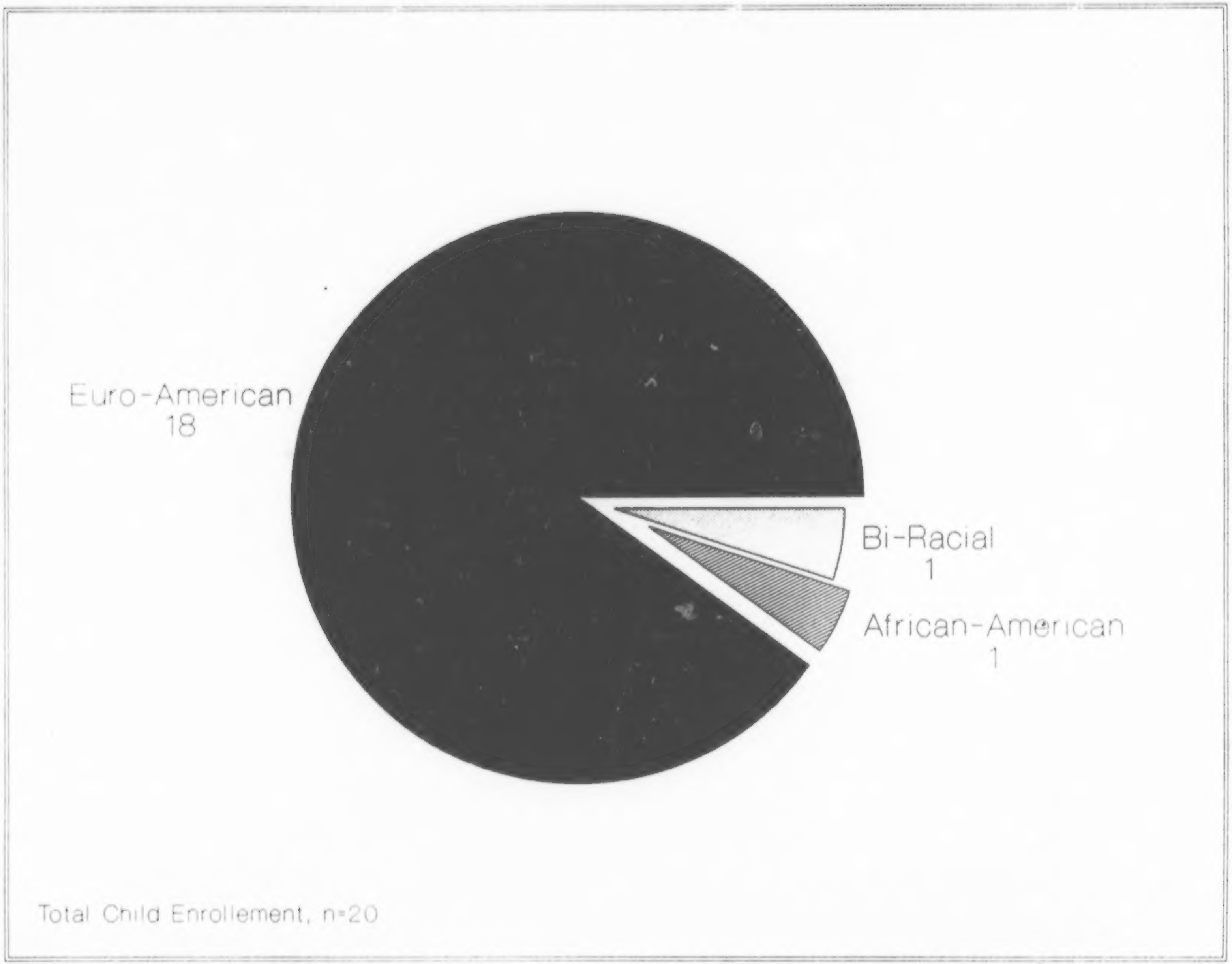
Euro-American A Caucasian person living in North America who is of European, Scandinavian, Slavic, or Mediterranean descent. (York, 1991)

Culture The behavior, values, beliefs, language, traits, artifacts, and products shared by and associated with a group of people... [and] passed from one generation to the next through experiences and education. (York, 1991, p. 18)

Ethnocentrism A view of the world from the limited and limiting perspective of one's own cultural or ethnic group, accompanied by the belief that this view is the only correct one. Also, the cultural standard against which all other groups are to be found lacking.

Appendix K

Ethnic Composition of 2 Year Olds Enrolled



Total Child Enrollement, n=20

Appendix L

Ages and Stages of Children's Awareness of Differences

Ages and Stages of Children's Awareness of Differences

After each description of a child's behavior or thought process, please put the age at which the behavior or thought process is most likely to occur. Please use the following terms to indicate ages: Infant (birth through 12 months); Toddler (13 months through 24 months); Twoodler (25 months through 36 months); Pre-schooler (37 months through 60 months); Young School-ager I (5 and 6 year olds); Young School-ager II (7 and 8 year olds); Older School-ager (9 years and older).

The child's play is characterized by rigidity.
The child is aware of gender differences.
The child is able to classify people by racial features such as skin color or texture of hair.
The child believes skin color can change.
The child can classify people by gender.
The child is aware of herself.
The child can recognize and name some colors.
The child pays close attention to faces.
The child can distinguish between black and white.
The child can tell the difference between familiar and unfamiliar faces.
The child begins to use social labels.

The child becomes fearful of unfamiliar people.

The child believes gender can change.

The child imitates adult behavior.

The child tends to over generalize when classifying or grouping.

The child can identify himself as a member of an ethnic group.

The child asks "what" questions.

The child asks "why" questions.

The child is able to see things from another's perspective.

The child can identify and match people by their physical characteristics.

The child understands that gender and skin color do not change.

(Adapted from Roots & Wings,
York, 1991)

Appendix M

Developmental Sequence Task

Developmental Sequences

Please number the following by the order in which they may be expected to occur.

Sympathy

Sense of self

Fear of strangers

Skin color constancy

Some color recognition

Awareness of another's point of view

"What" questions

Gender constancy

Attention to facial features

Empathy

"Why" questions

Awareness of others

Which of the above are characteristic of stages reached between the 2nd and 3rd year?

Appendix N

Mid-course Correction Survey

Teacher Survey

Please fill in the blanks.

1. These meetings would be better if

2. One thing I've learned so far is

3. I wish we would talk more about

4. One thing I really don't agree with is

5. One change I've made in my classroom is

6. I wish the group leader wouldn't

7. If I was the group leader I'd make sure we

8. It's really hard for me to talk about

9. I was really surprised to learn

10. One thing I really like about being in this group is

Appendix O

Cultural Influence Questionnaire

Cultural Influence Questionnaire

Please place an X next to any of the following which are influenced by culture.

1. Food preferences
2. Style of clothing
3. Humor
4. Attitude about elders
5. Architecture
6. Gender roles
7. Language
8. Value placed on independence
9. Value placed on inter-dependence
10. Competition
11. Cooperation
12. Law
13. Sports
14. Toilet training
15. Corporal punishment
16. Capital punishment
17. Medical practices
18. Manners
19. Age of weaning
20. Age of adulthood

Cultural Influence Questionnaire continued

Please list five things influenced by culture which are not listed above.

1.
2.
3.
4.
5.

Please list five ways in which culture is transmitted from one generation to the next.

1.

2.

3.

4.

5.

Appendix P

Parental Satisfaction Survey

Dear Parents,

We are committed to providing your child with the best care and educational experience possible. As you know, for the past few weeks we have been using a theme called "Alike and Different" which is designed to help your child learn about the ways in which people are all the same, and the ways in which they are different. As the person(s) who knows your child best, we need you to tell us how we are doing.

Please take the time to complete and return the accompanying survey. The answers you provide will guide us as we continue to develop this theme.

Thank you.

Signed____________________________

Signed____________________________

Alike and Different: How Are We Doing So Far?

1. Do you think it is important to teach children about the ways in which people are "Alike and Different"? Why or why not?

2. Do you approve or disapprove of the way we have been helping your child to learn about "Alike and Different"?

3. Is there something you would like us to do differently, or not at all? Please explain?

4. Is there something we are not doing which you would like us to do?

5. Would you like to share in your child's "Alike and Different" experiences here at the Center?

6. If so, would you be willing to share family photos, recipes, music, clothing, or anything else which would help children appreciate the ways in which we are all "Alike and Different"?

7. On a scale of 1 to 10, where 1 is lowest and 10 is highest, how would you rate our "Alike and Different" theme?

8. Please circle the reply which most closely resembles your opinion: I am satisfied with my child's exposure to and experience with the "Alike and Different" theme. a) Strongly agree b) Somewhat agree c) Somewhat disagree d) Strongly disagree

9. Is there anything else you would like to tell us?

Signature (otional)____

Thank you for sharing your opinions with us.

Please return this survey to the Program Director by__________.

Appendix Q

Journal Excerpts: Teachers A, B, C, and D

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TEACHER A

9/14/93

FOCUS - RACE

3

Goals : (1) AWARNESS OF CULTURE

(2) UNDERSTANDING HOW CHILDREN DEVELOP RACIAL IDENTITY

(3) INCREASE RAPPOR - THINGS YOU CAN DO - THOMAS - (WEB)

Homework - Read 11-20 - Write your thoughts about each lesson - "early thought"

1st THOUGHTS

lesson - At first unsure how meetings would go - pleasantly surprised. [Group Leader] - very patient - went at a slow pace to keep ease confusion. I felt a good conversation developed between peers on early memories. (when we noticed skin color difference -

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Early memories :

(1952) age approx - 6yrs - family vacation to Florida - noticed living conditions - area where they lived (swa[illegible]

[illegible]

TEACHER A

I honestly say I've learned a lot these past few mont (stimulated)

Project

A week/2 ago & I decided to do something different for the lockers. We used a body shape and used different shades of brown/black to represent skin tones. We then had the children chose the skin tone they prefered and they then dressed them, also choosing different colored clothing. We compared our own skin tone with everyone - stating how we are all different shades. (even [TEACHER B]. myself. (lighter/darker)

10/26 - a parent noticed the lockers today She is a mother of two bi-racial children.

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TEACHER A

She stated how glad she was that we used a variety of skin tone colors to represent the children, then just white. She then took her children out to the lockers and compared their skin coloring to the lockers. (I heard her tell them - "you see we are all different shades" just like the lockers.) "She was very impressed with the lockers and that we were trying to incorporate multi-cultural ideas into the classroom. (Visual books, dolls, toys, puzzles - Yes! - we were excited

To develop sequence
re-view chapter TEACHER A

By Thursday -
To multicultural classroom rating scale

Thoughts: good discussion about classes -
Staff appear interested in what we are doing - asking questions - noticing visual display in our room, asking how we will change lesson plans, craft ideas, and how kids are responding. I'm noticing a positive response/acceptance to what we are doing by several staff not attending workshop
I feel what we are doing is very worthwhile. I knew problems existed by my awareness needed to be stimulated.

TEACHER B

Journal

I wish we could buy all the multicultural art supplies, toys, dolls, puzzles. It would be great to have such supplies in our room.

Well we are starting to do better at least we are getting rid of the racist objects.

I am really excited about our collages we are making that should make our room look more appealing & culturally aware.

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TEACHER B   Read 84rd244

Racism - Power - Way of keeping people down

Journal

We put new locker decorations up. Our kids got to pick which color person they wanted to dress. It was interesting so see which color they choose. insists that she is white. She also knows what color the other kids are (She says "I am white" - but chooses a beige color)

We had a parent reaction today (not a parent in our room). She liked them. She said it was good to see more than white. This made me happy. I felt good the someone noticed what we were trying to do.

I think in the long run what we are doing will make a difference. I am really enjoying the discussions and I am seeing many situations from

TEACHER B

different points of view. You learn a lot from your peers. It is a rare opportunity for us to get a chance to sit and talk about real life issues. I am grateful.

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TEACHER C

10/28 p82 Roots + Wings
Think about
social }
cognitive }
development
When making up themes

Next Thurs. come in
with 2 themes for Tues.
~~[illegible]~~

10/20 I missed class where [Group Leader]
showed a video but he
let me take the video home
and watch it. We finished
watching the other half in
class. I loved this video.
(Peter Jennings on Prejudice)
I found out that I'm more
of a visual learner. I feel
I received a lot of good info
from this. The songs about colors
almost made me cry.

TEACHER C

119.00
−65.04
53.96

Look at:
Evaluating Multicultural Activities
as we do our activities

On Thurs. redo 3 things
- sympathy ect..

look over chapter in roots
cultural influence questionaire

9
Nov.
Tues.

When I look back at my other journal entries I almost laugh. It's hard to believe I wrote I was scared of black people? Or had a fear of them! I am much wiser now. Or maybe more AWARE of my feelings and others. I am NOT afraid or fearful of black people. In fact I feel I can somewhat understand more about African American people, how [illegible]

TEACHER C

might feel and feelings they may have. I wish for just one day (maybe more) that I could walk in their shoes to really feel how they do and experience things as they do. I've really enjoyed going to [GROUP LEADER] class.

Nov. 11th Thurs. Well, we've started doing more multicultural projects dealing with skin tones. We made an "I love you" sign language hand symbol for the kids lockers. We let each child pick ~~their~~ the color skin they wanted. It was interesting to see what color they picked. [TEACHER Z] (another teacher in Preschool I) said she really liked our locker symbols.

TEACHER C

[Mother X] and [Mother Y], two mothers in our room said they were very happy we were putting up skin tones and also talking about sign language This made me feel very good I like our room even better now that it has a variety of pictures showing cultural diversity and lots of colors. I do ~~people~~ believe in what [Group Leader] said - the world would be a dull place without colors. I am happy and feel lucky that I had the chance to take [Group Leader's] class and learn more about the world and the people in it. I feel I can have an impact on the children in my room by doing multicultural projects.

TEACHER C

with them, making our room more multicultural and letting them know its okay to be different. We are all alike and different. Installing values in our children that different is okay and good.

*Right now we are working on a two week lesson about Bodies.

Next we will talk about animals.

TEACHER D

Thoughts on class Tue - well we talked lots. good 9.15 discussion - I made a fool of myself but was brought to an interesting realization a way of thinking that I hadn't before - I think these classes will be enlightening and more content-ful than CDA.

9.16

Early childhood education always had an element of "do good" for kids

James Banks

"Free children from cultural boundries"
Create community working for civic good

World is lots of different ways. all valid

Thoughts: I'm amazed at what people (including me) don't know
Basically to teach our children about differences being valid and good intrinsic value of self goodness & worth

9.21

Culture comes from human response to basic needs values & beliefs 9.23

Their is no one right way to be -
What values do you want to pass on to children in your class?

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TEACHER D

The other day myself & 2 staff members had a conversation about our [Group [illegible]] class" we talked about feeling predjice and how were all the same but different.

These classes have definately made me view our world from a more aware perspectu I sort of feel a responsability to do more th just say I'm not predjuice, so I've done my share - now I think I see how [TEACHER C] & I can make a small difference yet an impt. one thru the way we teach and influence the children in our care and just maybe by our own increased awareness we can also help enlighten others

Appendix R

Journal Excerpts: Group Leader

GROUP LEADER

child forming identity forms and self separate from apart and individuates from mother things I take for granted and are just recently learning - these are things they are learning for the first time. Also realize that there is a difference between social learning and constructed (logico-mathematical) knowledge.

They are eager and receptive AND we are talking more openly about fear of failure or looking foolish if we don't have the RIGHT ANSWER.

All I can do is accept ~~that~~ I'm working against a lifetime of educational messages which reward RIGHT ANSWER SPIT BACK AND PUNISH WRONG ANSWERS.

Just learning to begin to trust ourselves - just ~~that~~ - if nothing else - would make these 10 weeks worth the effort.

ADDENDUM

[Teacher A's] [redacted] She's noticing [redacted] about things [redacted] KG:

[redacted] HALLOWEEN [redacted] for granted ~~that~~ witches and dressing like Indians is OK

Questioning her previous assumptions and seeing with new eyes!! YAY.

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TUES - Oct 5 Session 7

[redacted] dis-equilibrium [redacted]

DTS - CASE [redacted]

GROUP LEADER

other, less uncomfortable things. The tension of disagreement. All of these things are now perking along as all 4 women are confronting the content of what we are talking about and attempting to process it.

They are trying for accommodation.

All I can do is re-assure them as I describe for them the process as I see it. That the imbalance is a normal, natural, part of [redacted] and support them in their struggle with these issues.

I wish we had more time.

We consistently go over the hour. And I am pretty good about limiting digressions and keeping us on track. Still – we could easily go on for another hour each session.

Compromise – and progress

~~Th~~ Oct 7 Session 8

Lecture on content of childrens ages / stages of awareness & attitude formation

Mostly me talking & them note-taking

This was hard for all except [Teacher B] who is in a Masters program & used to this kind of thing.

Still, I didn't know any other way to get that content out there.

Also – very proud are each & all of their multicultural collages.

Also – [redacted] to do process

Also beginning to think about

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GROUP LEADER

talking to parents.
Also [Teacher B] wants extended reading list.

TUES - Oct 12 Session 9

Everyone Tried Reports on 2 - Activities.
Concern over - 'did I do it right?' 'did I do it like ~~right~~/[illegible] 'right'/'wrong' thing?'

I keep emphasizing its a PROCESS.
A JOURNEY ~~[illegible]~~ NO WRONG WAY. If we analyze & think about what works & why & what doesn't work & why ~~[illegible]~~ will just get better at doing this.

Talked about moving away from just talking toward doing. Talked about the end of our sessions. Some concern expressed over "won't I still be talking to them about this?" I assured them I would.

~~The process of shifting~~ perspectives ~~[illegible]~~ ~~The [illegible] & getting in touch~~ with [illegible]

[redacted]

writing or [illegible]
~~I~~ concerted effort to step back a bit and let the teachers create the ~~[illegible]~~ & guidance in the ~~form of [illegible]~~ comments and continued ~~[illegible]~~. But if I am going to [illegible] themselves I have to

[redacted]

[illegible] this won't be [illegible] chance [illegible] But working [illegible]

GROUP LEADER

the constraints of the 10 wks I hope to
make some of that move now I feel.
ALSO - next time I give them
the mid-course questionnaire; The answers
due next week, should help me refine the
experience for the final 10 sessions.
By letting them in on where it is going (based on my
structuring of that direction) I am consciously letting them
in and so letting go of the MYSTERY which
adds to the sense that the POWER
resides in ME - not them.

Th. Oct 14 Session 10

Halfway. Viewed Anti-Bias Curriculum video.
(Teacher A) ABSENT - Dental Appt)
I hadn't seen the video in about 1 year or so.
Interestingly, it outlined 5 steps all of
which we are doing in this 10 week
course. BUT - (Big But) they allowed themselves
1 YEAR to get started.
I emphasized again that we are only
beginning a process. That our 10 wks is
a compression of all 5 components but
that its unrealistic to expect to get there
in 10 weeks.
Discussed more about how to talk to parents:
Decided only to talk about what we've
already internalized & feel confident is right.
And to be willing to compromise!
It was a definite validation of the work
we've done so far to see others doing similar work

Appendix S

Teacher Wish Lists

Toddler I

Wish List

1) mirror -	$12-$15
2) camera -35mm, film	$40-$50
3) books - multicultural -	$50-$75
4) picture albums -	$10.00
5) dolls - multicultural -	$100.00
6) tapes - musical & story	$10-$30
7) puzzles - multicultural -	$50.00
8) paints, crayons	$10-$20
9) playdough -	$5.00
10) bandaids - skin tone	$10-$15
11) kitchen equipment -	$20.00
12) musical instruments (cultural)	$100.00
13) Visual Display -	$25.00
14) Construction paper - multicultural	$20.00

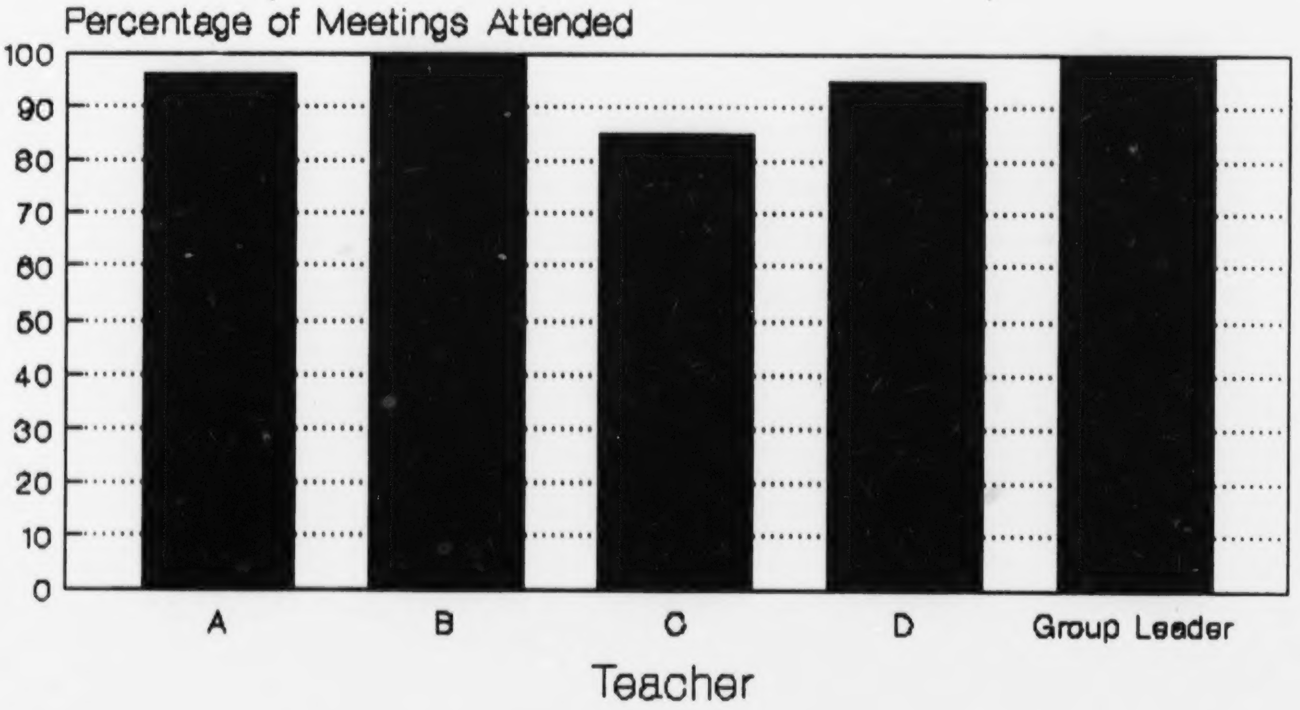
Twoodler II Wish List

Mirror	$20^{\underline{00}}$
Camera - Polaroid Film	$50^{\underline{00}}$
Music Tapes everyday objects, dolls	$100^{\underline{00}}$
Art materials - Papers, Crayons, Paints	$100^{\underline{00}}$
Magnifying Glass	$10^{\underline{00}}$
Photos of diverse humanity	$20^{\underline{00}}$
Visits & field trips to provide more diversity on reg. basis	$100^{\underline{00}}$
Puppets	$50^{\underline{00}}$
Books & Puzzles	$50^{\underline{00}}$

Appendix T

Attendance Percentages

Tabulation of Participant Attendance (By Percent)



Appendix U

Revised Implementation Plan

Implementation Plan

Week I Meeting 1: a) Introduction to the process; b) getting familiar with the materials; c) identification of teacher interests, awareness levels, and concerns; d) homework - pp. 11 - 20 in Roots & Wings (York 1991).

Meeting 2: a) Identification of key terms; b) discussion of how multicultural education fits into the larger context of early childhood education (review assigned readings); c) collect and review Ages and Stages Questionnaire and Developmental Sequence Task; d) homework - read "Do You Have Cultural Tunnel Vision" (Gonzales-Mena, 1991); also, create two lists of words or phrases, one list with the word **white** as a descriptor, another with the word **black** as a descriptor.

Week II Meeting 3: a) Discussion of Gonzales-Mena article; b) development of a working definition of culture; c) review of **white** and **black** lists; d) Reflections on our own earliest memories of racial awareness and attitude formation; e) homework - pp.22-29 in Roots & Wings, (York, 1991).

Meeting 4: a) Discussion of various approaches to multicultural education using Case Studies (pp. 61-64 in Roots & Wings, York, 1991); b) selection of an approach or approaches with which each teaching team feels comfortable; c) homework - read "Are You Sensitive To Interracial Children's Special Identity Needs?" (Wardle, 1987).

Week III Meeting 5: a) Discussion of Wardle article; b) identification of self in terms of color, race, culture; c) discussion of racism (institutional); d) homework - develop wish lists of items to be purchased for rooms to make each room environment more multiculturally appropriate; also, read pp. 31-50 in Roots 7 Wings (York, 1991) focusing on impediments to implementation as well as ways to implement a multicultural curriculum.

Meeting 6: a) Recognition of our own defenses against racial awareness; b) discussion of racism (personal) and introduction of the concept that power plus prejudice equals racism (York, 1992); c) homework - Chapter 7 in Roots & Wings, (York, 1991), also, choice of either bringing something to next meeting which represents racism, or something which represents your own culture.

Week IV Meeting 7: a) Collect wish lists & discuss items selected; b) Discuss homework choices; c) Further reflection on development of our own racial awareness; d) identification of physical characteristics which 2 year olds notice; e) homework - Chapter 3 in Anti-Bias Curriculum (Derman-Sparks et al., 1989) plus pp. 171-175 in Roots & Wings, (York, 1991), plus answer questions in hand-out "Racism and Development" from Developing Roots & Wings, (York, 1992, p.160).

Meeting 8: a) Mini-lecture on the development of racial awareness and attitude formation in children plus discussion of how prejudice develops; b) Guided imagery -- early memories of our own racial awareness; c) Discussion of responses to hand-out "Racism and Development" (York, 1992); d) homework - selection of two activities (from Roots & Wings or the Anti-Bias Curriculum) which support children's positive awareness of racial differences, then, try these activities in the classroom.

Week V Meeting 9: a) Discussion of classroom activities tried; b) Continue discussion of how children develop racial awareness using Katz (1982) to supplement the discussion; c) homework - complete hand-outs "Promoting Racial Awareness in Children" and "Helping Children Develop Racial Awareness", pp. 162 and 164 in York, 1992.

Meeting 10: a) Discuss any questions arising from last meeting's hand-outs; b) View video Anti-Bias Curriculum; c) Discuss content of video; d) homework - Teacher Mid-course Correction Survey.

Week VI Meeting 11: a) Discussion of responses to Mid-course Correction Survey; b) Hand-out "Support Your Goals Through Multicultural Materials", p.107 in York, 1992; c) Discussion of wish list items in terms of hand-out; d) homework - re-do wish lists using hand-out as guide.

Meeting 12: a) View first half of video Prejudice: Answering Children's Questions; b) Discussion of video.

Week VII Meeting 13: a) Finish watching video and discuss; b) Discussion of next four weeks with emphasis on planning, doing, and reviewing activities with children; c) homework - Select a theme suitable for 2 year olds which is compatible with multicultural educational goals.

Meeting 14: a) Discussion of theme(s) selected; b) development of a two week curriculum unit using the the theme(s) chosen; c) pp. 78-9 and 82 in Roots & Wings, (York, 1991).

Week VIII Meeting 15: a) Continue discussion of themes and activities in progress; b) Hand-out "Individualized Planning Forms" pp. 80-1 in York, 1992; c) homework - With parental help, complete "Individualized Planning Form" for four children in each class.

Meeting 16: a) Hand out Parent Satisfaction Survey and discuss; b) Continue discussion of how actual classroom activities are proceeding -- What works? -- Why? --What doesn't work? --Why?; c) homework - Read "Taking A Culturally Sensitive Approach In Infant And Toddler Care" (Gonzales-Mena, 1992), also, complete four more "Individualized Planning Forms" for each class (York, 1992).

Week IX Meeting 17: a) Discussion of how culture influences parenting practices; b) Discussion of Gonzales-Mena article; c) homework - Complete "Individual planning Forms" (York, 1992) for remainder of children in each class.

Meeting 18: a) Discussion of how teacher's cultural background influences their view of how adults and children "should" interact; b) Discussion of parental responses to Parental Satisfaction Survey; c) Discussion of how teacher beliefs (cultural) influence both style of teaching and content of what is taught.

Week X Meeting 19: a) Do Cultural Influences Questionnaire and discuss; b) Re-do both Ages and Stages of Children's Awareness of Differences and Developmental Sequence Task and discuss; c) Highlight the growth teachers have made.

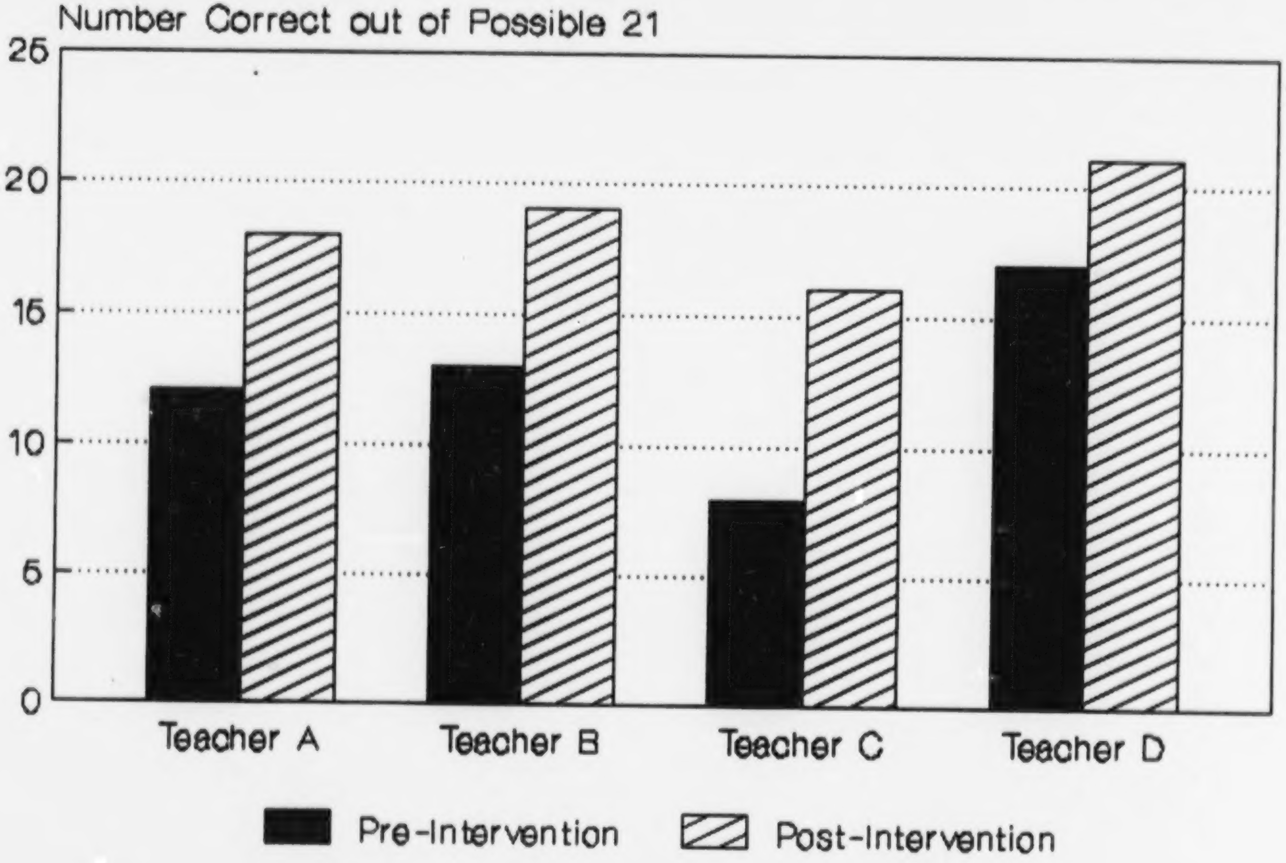
Meeting 20: a) Summing up -- Discussion of how multicultural activities are going to date; b) Recognition of the work we have accomplished; appreciation of its value to children; appreciation of our growth and bestowal of Certificates of Achievement; c) Plans to expand and to share what we have learned; d) Set date in January, 1994 to meet again and review further progress made in the interim.

Appendix V

Pre and Post Implementation Response Tabulation of Ages and Stages Questionnaire

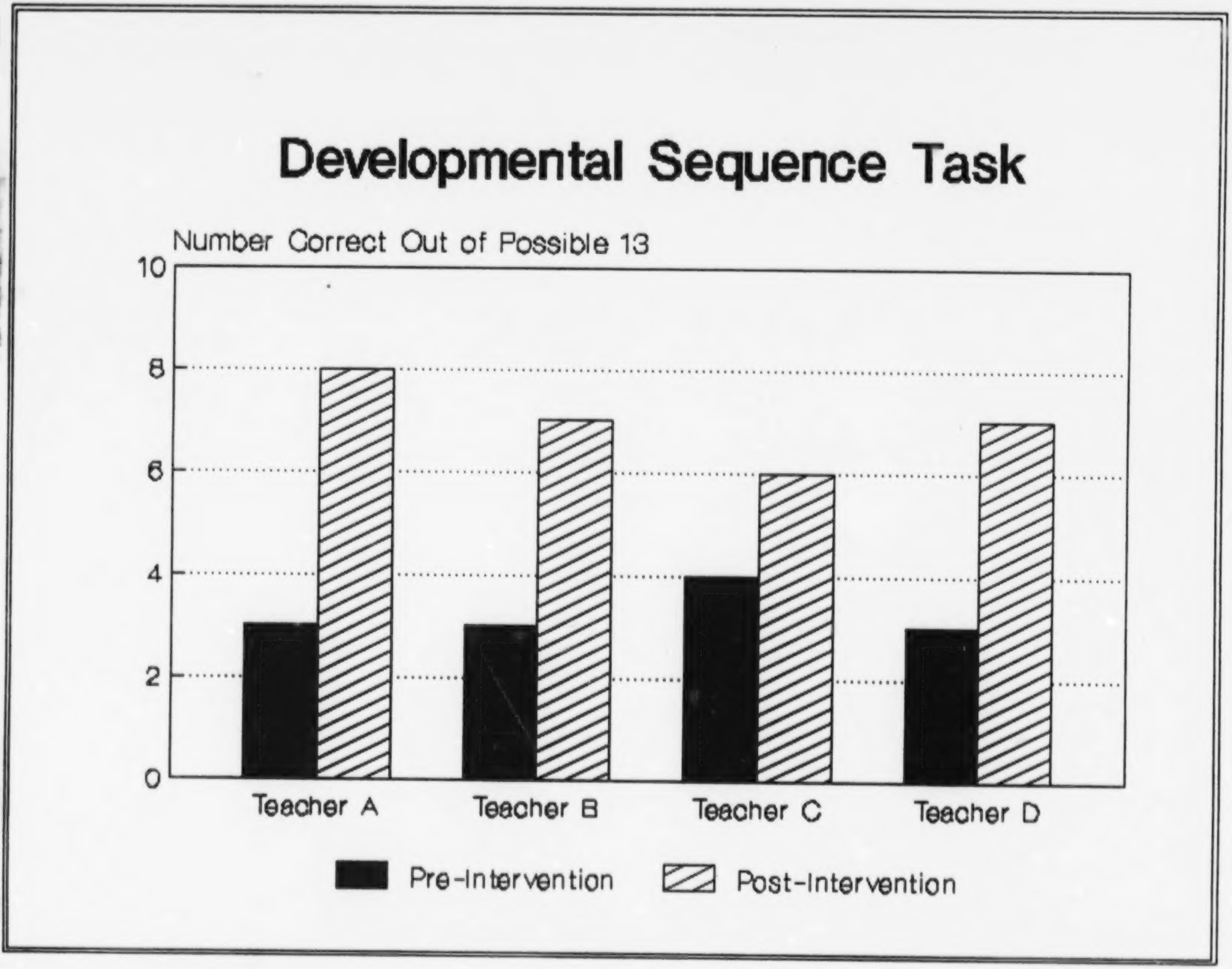
Ages and Stages

Children's Awareness of Differences



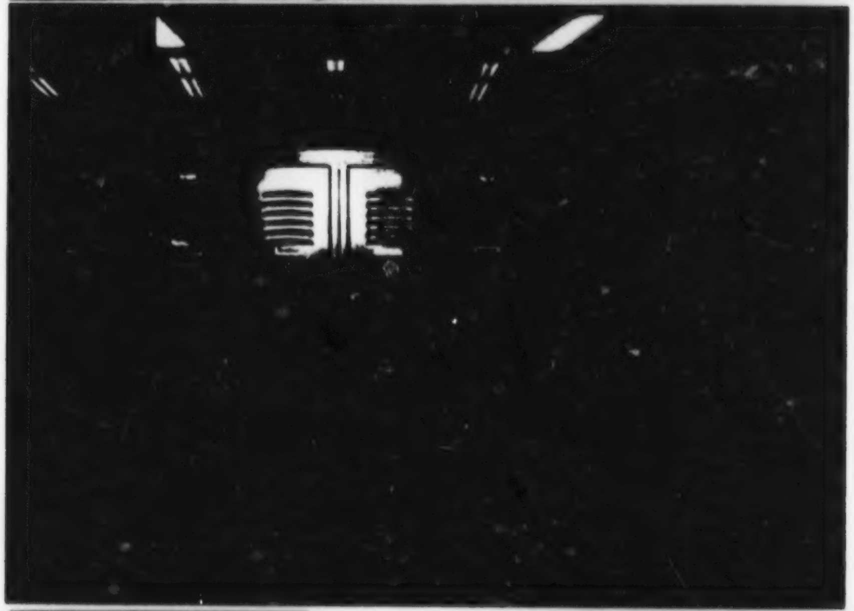
Appendix W

Pre and Post Implementation Response Tabulation of Developmental Sequence Task


Developmental Sequence Task
Number Correct Out of Possible 13
10
8
6
4
2
0
Teacher A
Teacher B
Teacher C
Teacher D
Pre-Intervention
Post-Intervention

Appendix X

Photographs of Room I: Teachers A and B



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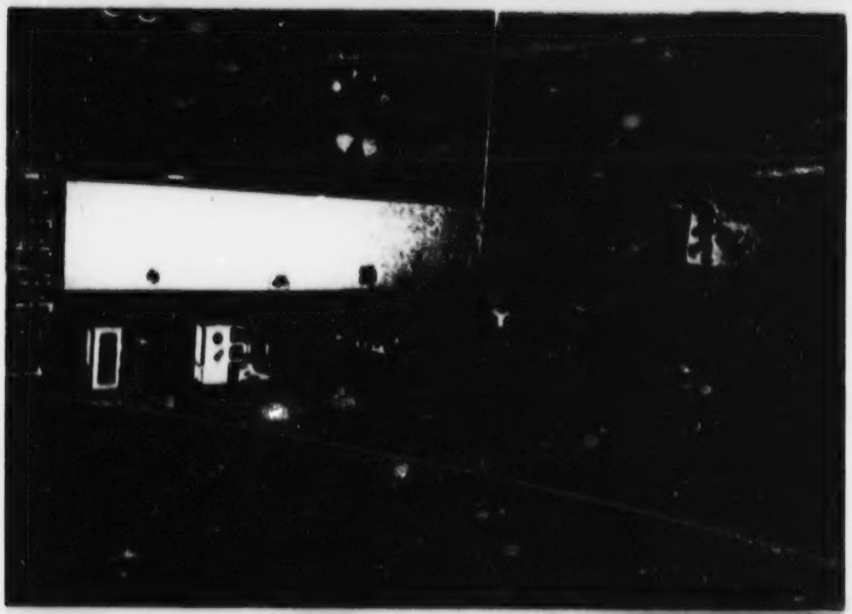

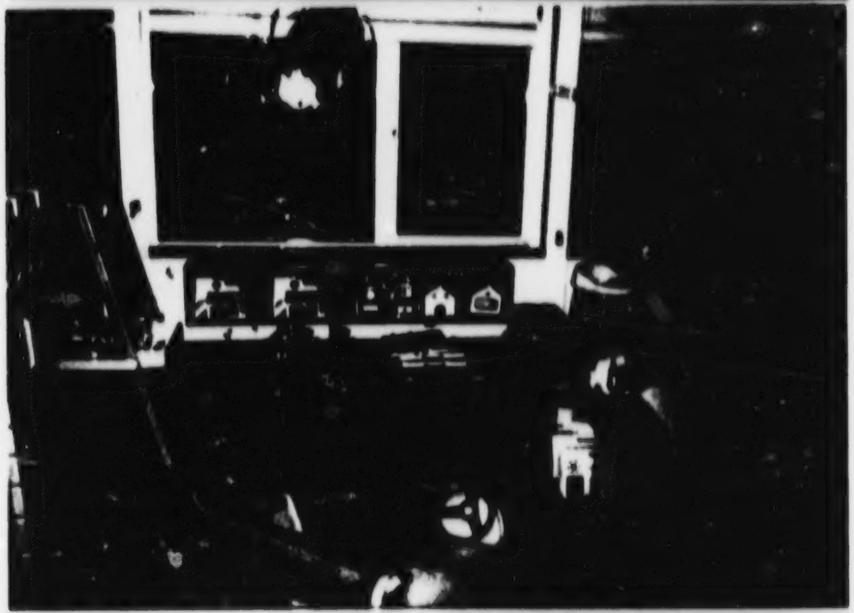

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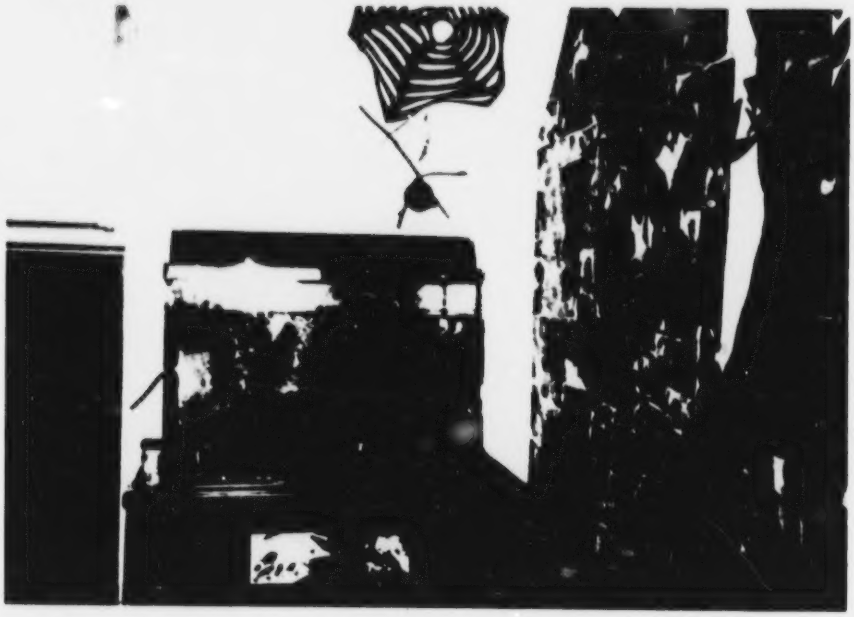
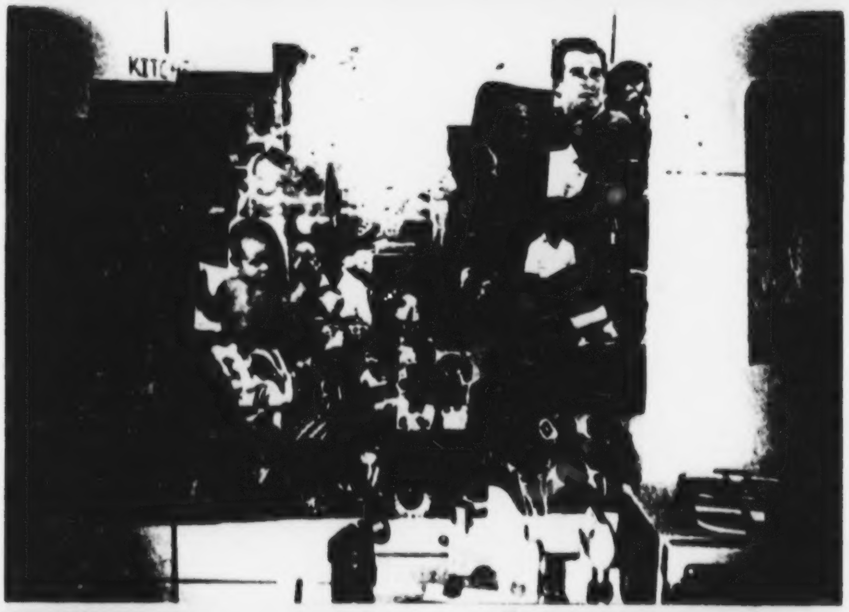
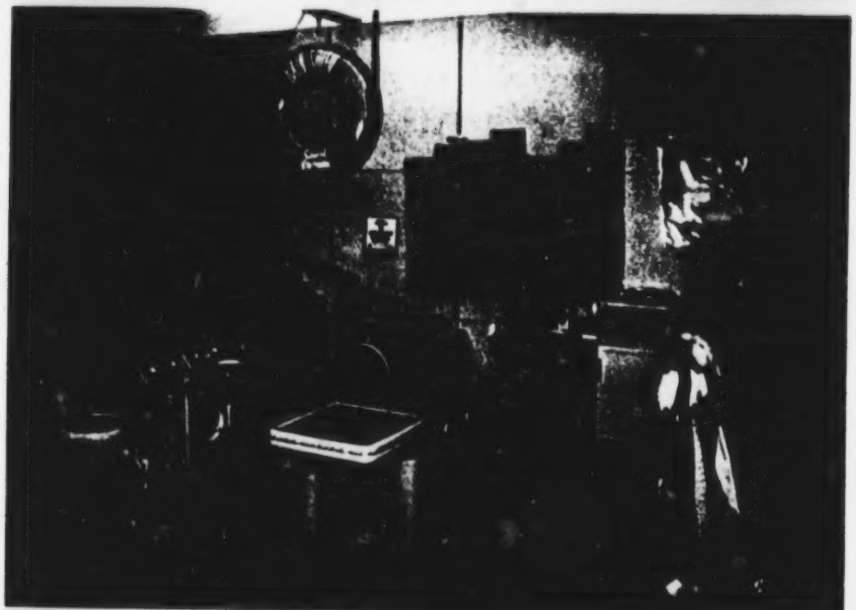


Appendix Y

Photographs of Room II: Teachers C and D





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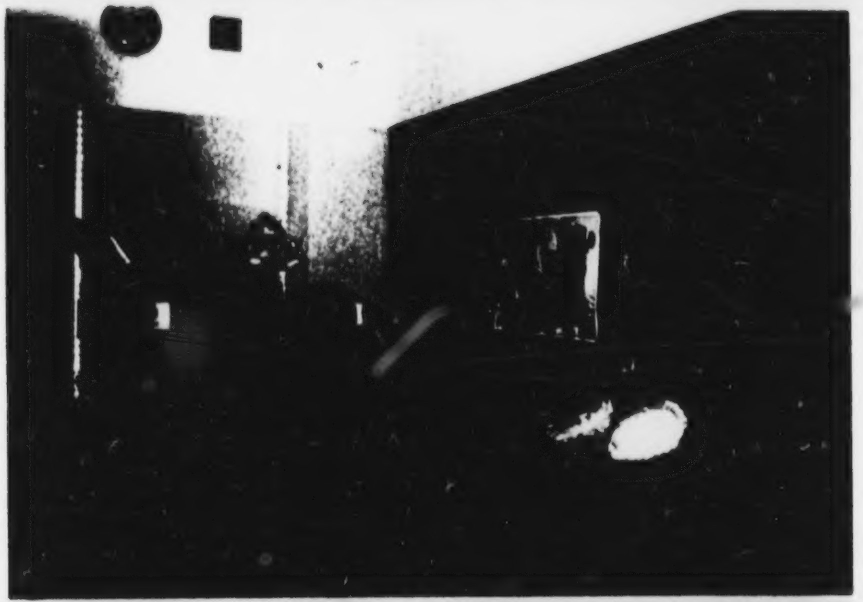

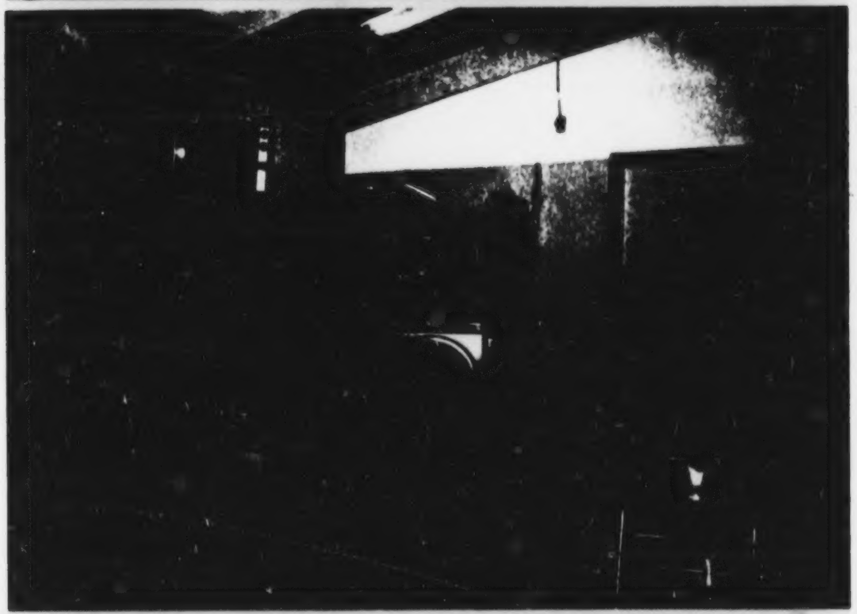

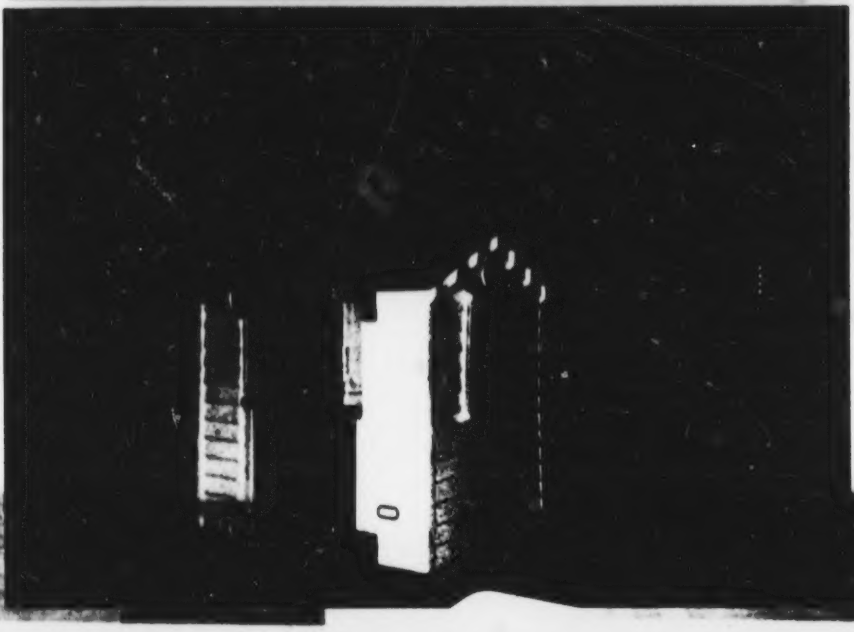

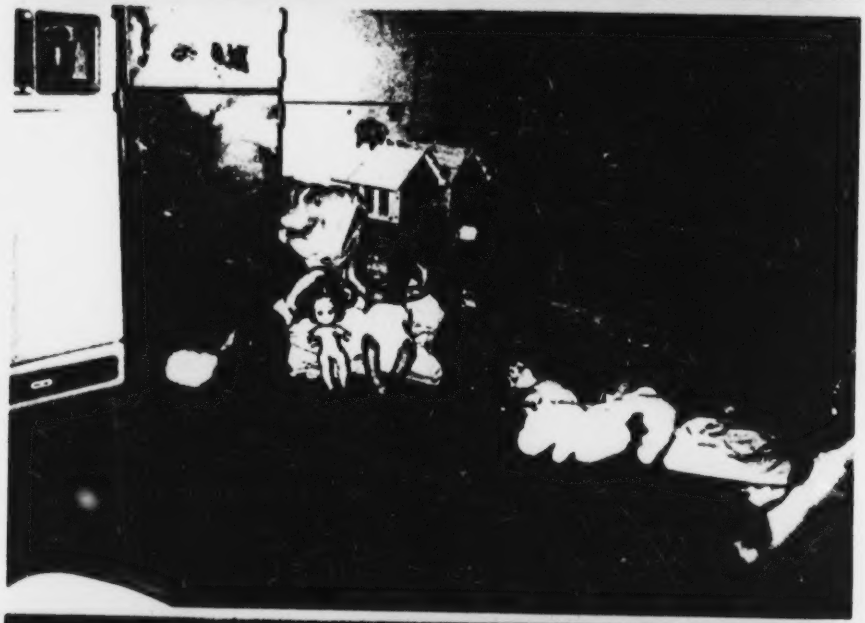

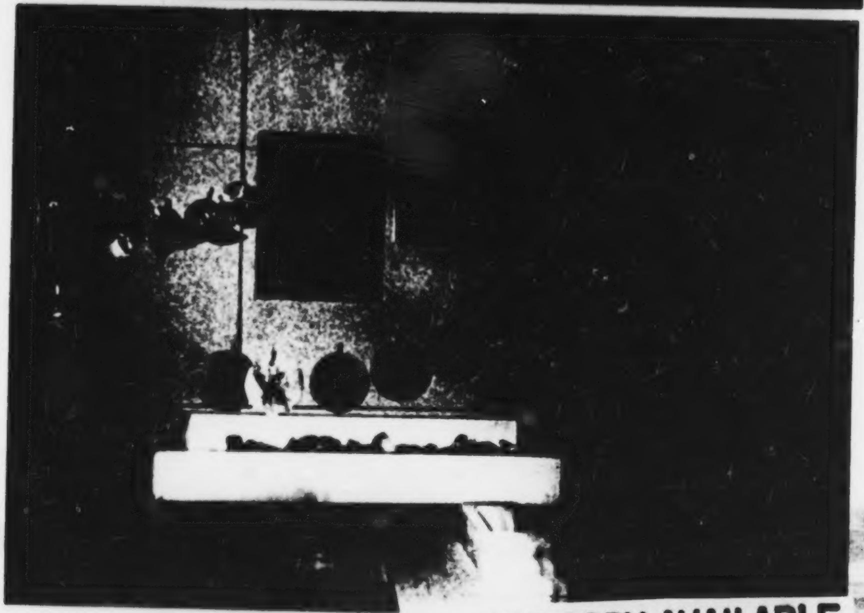

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Appendix Z

Sample Lesson Plans

Title: Sight - skin tone puzzle

Theme: Our Five Senses

Goal: to become aware of different skin tones people have

Materials: body shape, skin tone paints, brushes or sponges

Description: let each child pick a skin tone paint - they can either brush or sponge paint body shape. Talk about our own skin tones. When dry - cut into 3 pieces (puzzles)

Use for color recognition game

Daily Activities:

Art: painting body shapes
Circle: game - match pieces (re-make body puzzles)

Books: read story - Sight - think about seeing", by Henry Faircrough

Music: "What Color is" - tune (Where is Thumbkin)

What color is ? wearing (HAIR)
" " " " " (SKIN)

? (HAIR, SKIN) wearing COLOR
" " "

Can you find another
" " " "

Look and see
" " "

Motor: get a mirror - do "face acting" - ask a friend to guess the message your face is giving

* mention how some people use their fingers to read - Braile Books

glasses also help people to see better

Bodies - Everyone has one

Concepts - Alike & Different

Mon A. Skin Tones - Markings - Paint - Photos - Ourselves

Tues B. Eye & Hair Color - Ourselves - Mirror

Wed C. Size Big - Little - Comparisons - Measure 4/them

Th. Fr. D. Fingers, Toes, Eyes, Nose, Ears, - Counting

Paint w/ Hands & Feet

Make O face

What our Bodies Do

A. Running

B. Jumping

\ C. Walk

D. Roll

E. Crawl

\ F. Dance

Alike - we can all do these things

* Bend & Stretch

* Head Shoulders

* Be animals

*

Bodies Grow

A. Food - Fuel - Mealtimes talks - Plants - Fish exa

B. Sleep - Energy - re-charge - Naptime - Books Good morn It's Bed

C. Playing - Muscles - New Skills - observe what new skills each child is attempting - mu: they are developing etc.

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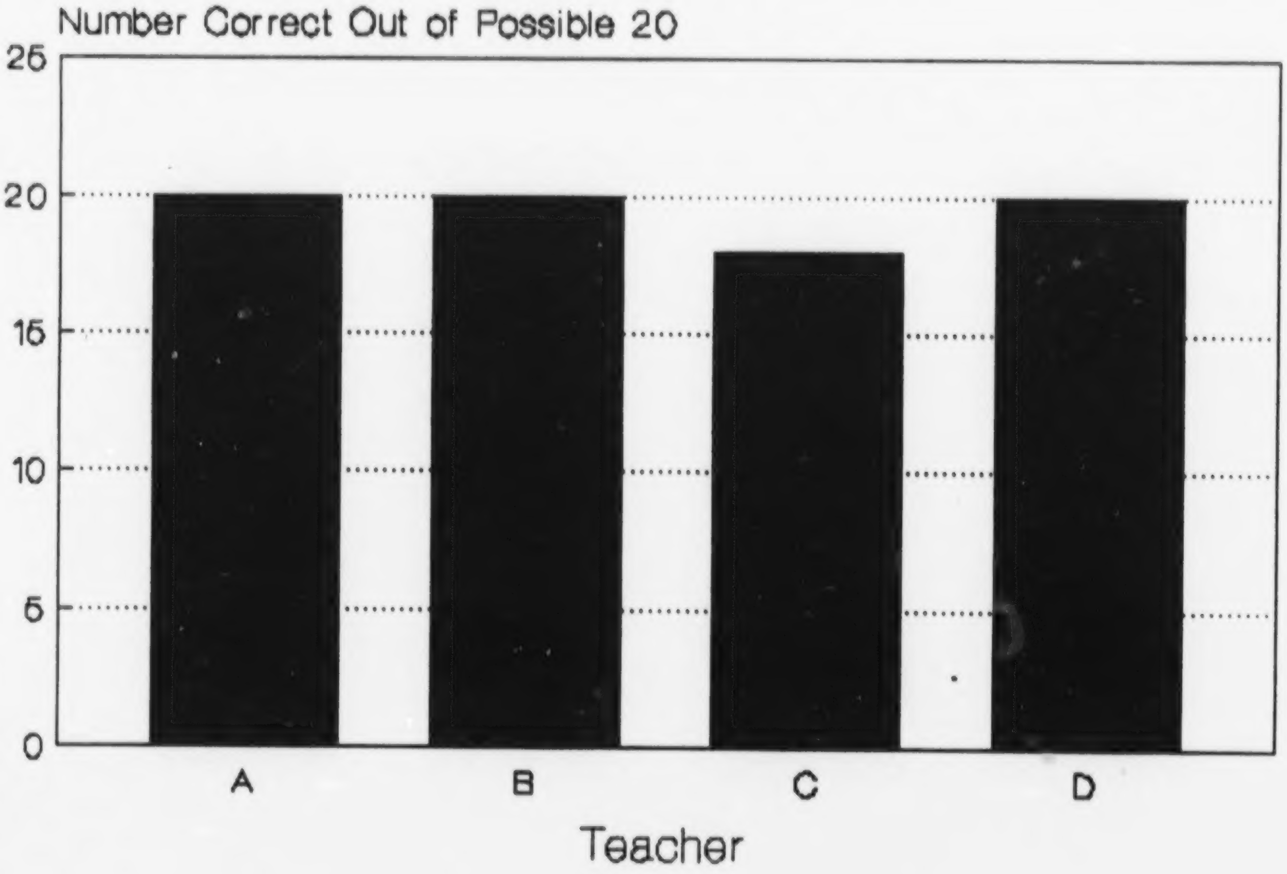
Appendix AA

Results of Cultural Influence Questionnaire

Cultural Influence Questionnaire



Appendix BB

Post Implementation Ratings for Criteria B-5a and B-7h of the National Academy of Early Childhood Programs

	Criterion B5a	Criterion B7h
	(Multicultural, nonsexist, nonstereotyping pictures, dolls, books and materials are available.)	(Respect cultural diversity.)
Teacher A	3.00	2.80
Teacher B	3.00	2.50
Teacher C	3.00	2.80
Teacher D	3.00	3.00
Program Director	3.00	3.00
Executive Director	3.00	2.75
Average Rating	3.00	2.80

Appendix CC

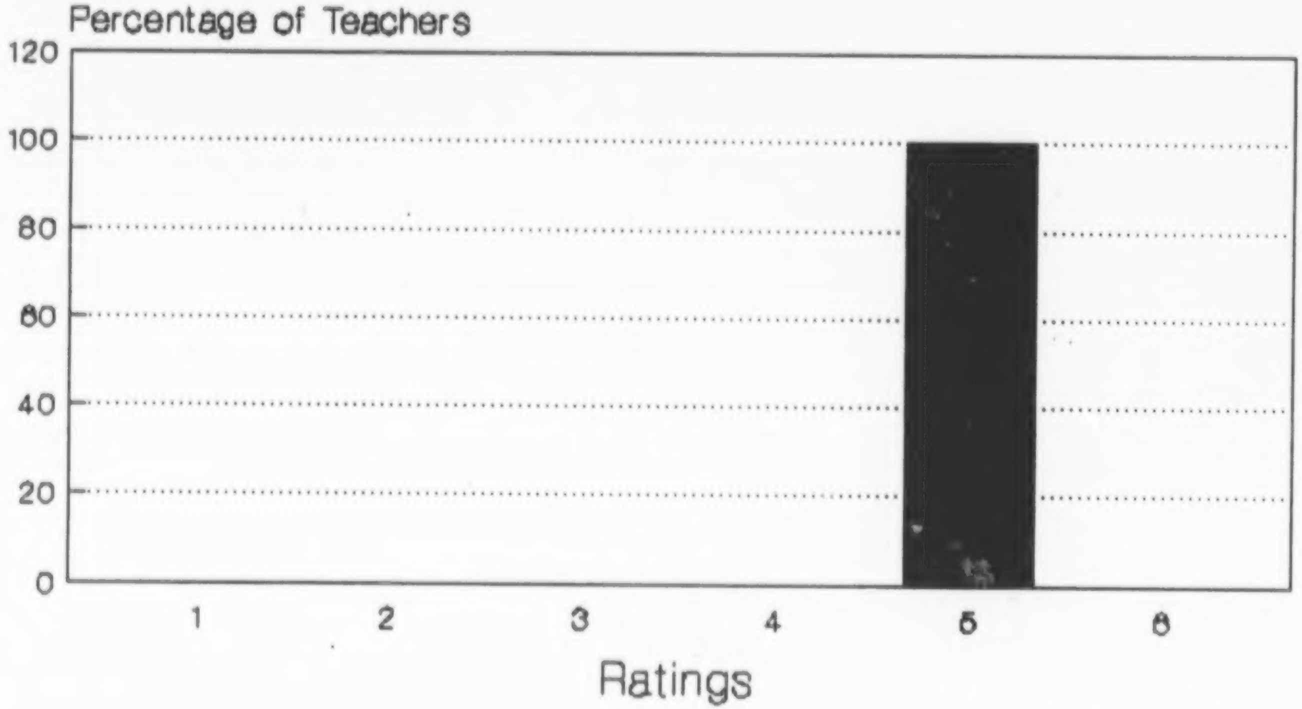
Post Implementation Results of the Multicultural Classroom Rating Scale

Tabulation of Multicultural Rating Scale by Percentage of Teacher Ratings

RATINGS

AREAS	0	1	2	3	4	5	6	TOTAL %
Art Area					50%	50%		100%
Block Area			50%		25%	25%		100%
Music Area			50%	50%				100%
Dramatic Play				25%	25%	50%		100%
Table Toys						100%		100%
Science Area		25%		75%				100%
Sensory Area			25%	75%				100%
Book Area				50%	50%			100%

Multicultural Classroom Rating Scale (Visual Displays)



Appendix DD

Completed Mid-course Correction Surveys

Teacher A

Teacher Survey

Please fill in the blanks.

1. These meetings would be better if

we had more time - goes by very quickly - we get into a discussion and it time to go.

2. One thing I've learned so far is

To be more aware of other cultures - customs - identity

3. I wish we would talk more about

- how to inform parents - (including my own)

4. One thing I really don't agree with is

It is not a disagreement - Combine multicultural visual display = animal/cartoon character

5. One change I've made in my classroom is - more multicultural materials - crayons, paint - visual displays, tapes (music) books

6. I wish the group leader wouldn't

I think your doing a great job - thanks for your patience

7. If I was the group leader I'd make sure we

(would like to have (more discussion time)

Teacher A

8. It's really hard for me to talk about

— I have not had a problem talking so far

9. I was really surprised to learn

how much I did not know

10. One thing I really like about being in this group is

to become more racially aware and to help me feel more comfortable introducing multicultural materials, ideas into the classroom.

Teacher B

Teacher Survey

Please fill in the blanks.

1. These meetings would be better if

we had more time.

2. One thing I've learned so far is

How to be more [illegible] aware of how people feel about their race, customs and culture.

3. I wish we would talk more about

How we learned our attitudes

4. One thing I really don't agree with is

Nothing

5. One change I've made in my classroom is

added Crayons - took away books and have been more aware of how parents fee

6. I wish the group leader wouldn't

I don't have anything to say here. I think you have been very open and not passing judgement.

7. If I was the group leader I'd make sure we

had more time to talk about how things are effecting us in our lives and rooms.

Teacher B

8. It's really hard for me to talk about

I haven't had any problem because I am comfortable w/ group members.

9. I was really surprised to learn

How aware I have become.

How I feel when I hear something from other people.

10. One thing I really like about being in this group is

A chance to talk to each other and find out how each person feels about certain issues

Teacher C

Teacher Survey

Please fill in the blanks.

1. These meetings would be better if

These meetings would be better if we had more time. I think a two hour class would be better.

2. One thing I've learned so far is

One thing I've learned so far is to be more aware of diversity, culture, color and race. I've learned about other's feelings, Theories and all about multicultural. I've learned more about myself too

3. I wish we would talk more about

I find I'm satisfied with everything we've talked about and what we are talking about now. I found the theories behind ~~how~~ the facts are interesting to hear about.

4. One thing I really don't agree with is

One thing I really don't agree with is reversed discrimination, such as if an African-Amer person wasn't doing their job up to the expectations and they won't get fired because of their color.

5. One change I've made in my classroom is

One change I've made in my classroom is not just putting up pictures of white Euro-American people. ~~up~~. Now we have pictures of most races, people of all ages, and it looks great!

6. I wish the group leader wouldn't

I wish the group leader wouldn't ever put unwanted attention on me

7. If I was the group leader I'd make sure we

If I was the group leader I'd make sure we all had a chance to speak. Sometimes I would like to add something but one person is talking, telling a story and we run out of time.

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Teacher C

8. It's really hard for me to talk about

Its really hard for me to talk about my childhood.

9. I was really surprised to learn

I was really surprised to learn that children as young as two years old are aware of skin color differences and preprejudice can form as early as three years old. Also, I couldn't believe how much prejudi there is toda

10. One thing I really like about being in this group is

One thing I really like about being in this group is I feel like I'm growing, mentally. I feel like I'm doing something important as I learn more about multicultural~~ism~~ education, ~~and~~ anti-bias and become more aware as a person.

Teacher D

Teacher Survey

Please fill in the blanks.

1. These meetings would be better if - we had more time

2. One thing I've learned so far is - that there are many ways to look at the issues we've been discussing

3. I wish we would talk more about - homophobia, sexuality phobia

4. One thing I really don't agree with is -

5. One change I've made in my classroom is - my big collage of the diverse faces of humanity

6. I wish the group leader wouldn't - forget the multi-cultural foal - no I think the group leader has conducted a fine class.

7. If I was the group leader I'd make sure we - kept with this group eve after our class is over - he does say this is a lifetime procedure

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Teacher D

8. It's really hard for me to talk about - nothing - I usually find it easy to talk about most things. I have a difficult time w/ politics but it's because of lack of understanding and uncomfortableness

9. I was really surprised to learn - how prejudice is formed & solidifys into real prejudice - how many subtle discriminatory incidents occur without peoples awareness.

10. One thing I really like about being in this group is - How interesting it is to see how differently these "new concepts" affect all of us and the opportunity to sit and simply converse with each other.

Appendix EE

Ratings of Parental Satisfaction

Ratings of Parental Satisfaction